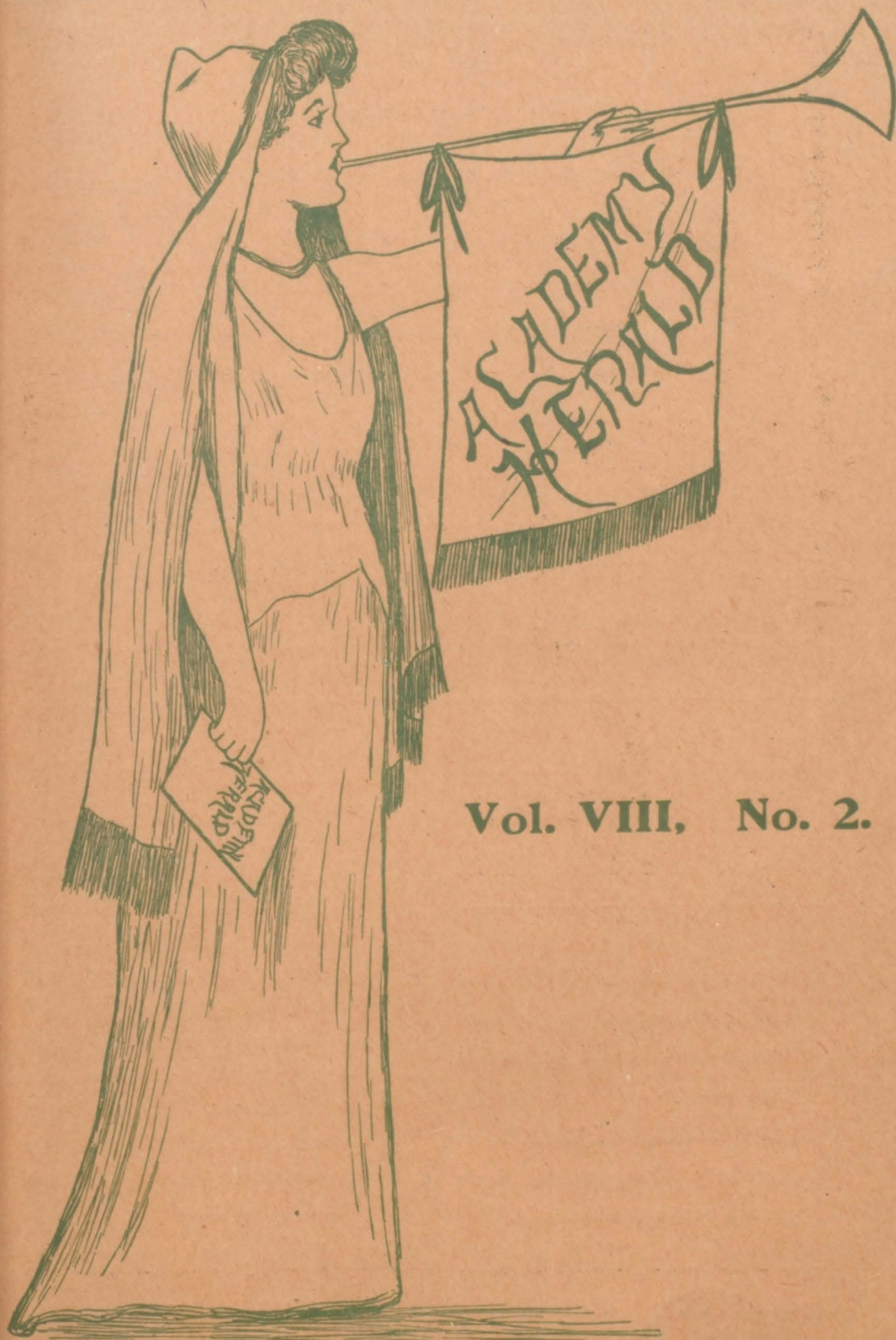




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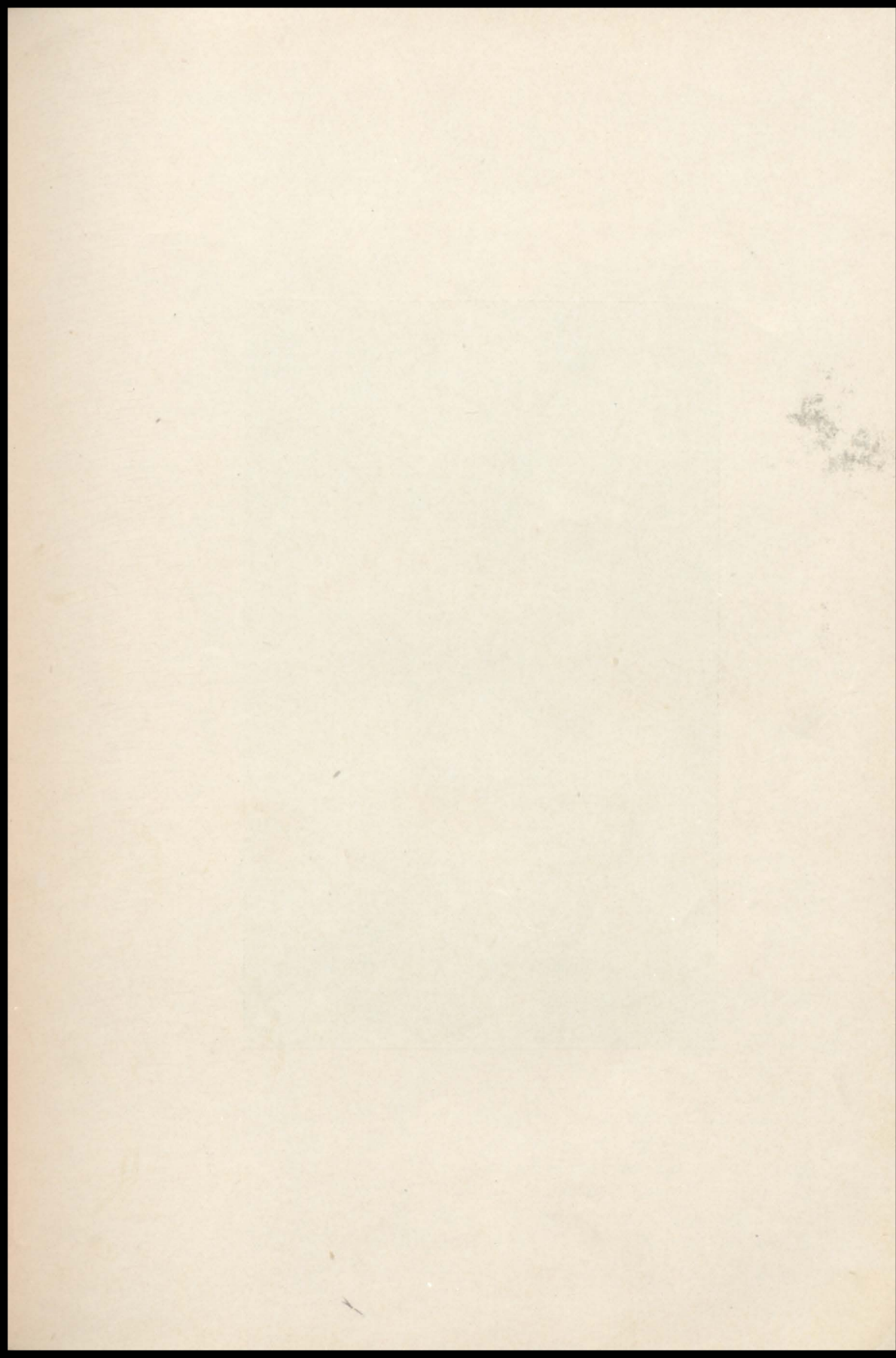
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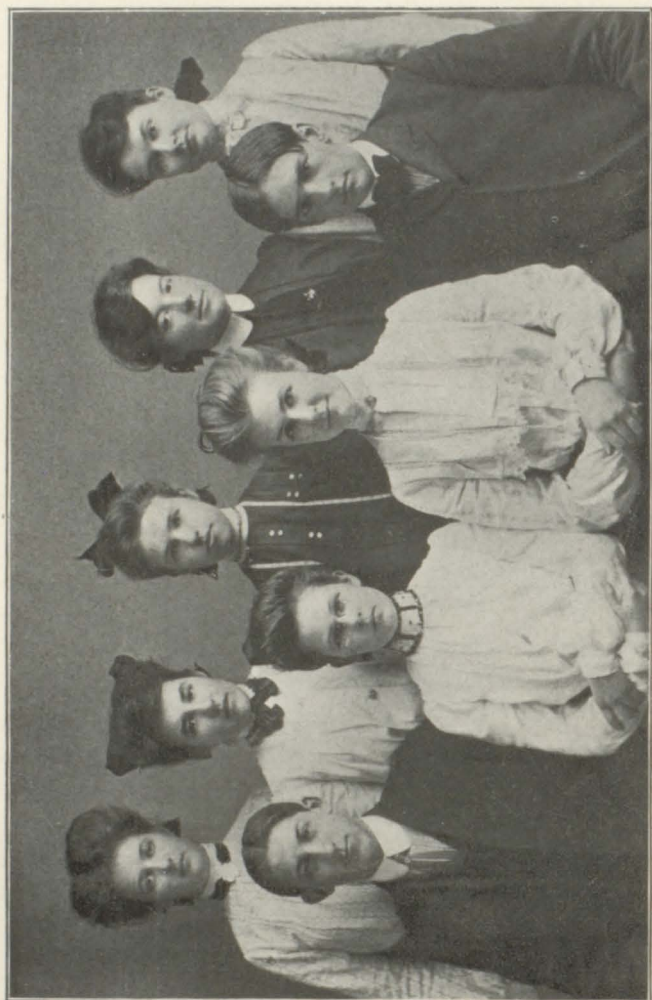
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The ACADEMY HERALD

Vol. VIII.

BETHEL, MAINE, MARCH, 1904.

No. 2.

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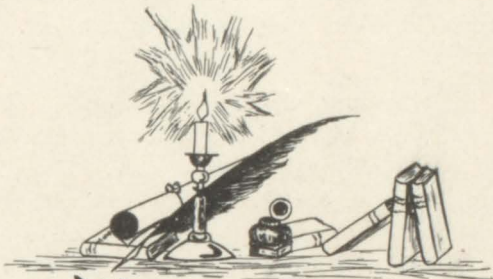
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EDITORIAL.

IN spite of good resolutions and earnest effort on the part of the Editorial Board this number of the HERALD goes to press a little late. We have made special efforts to make it of more than ordinary interest to the sons and daughters of Gould's both at home and abroad, which accounts, in a measure for the delay. We gratefully acknowledge our indebtedness to contributors, to our advertisers, and to the student body for their generous and hearty support.

IT is a source of gratification to teachers and students to note the interest which the people of the village in general manifest in everything that pertains to the welfare of Gould's Academy. This was forcibly illustrated at the recent fair and sale, held for the purpose of raising money to supply some of the more urgent needs of the school. When one hundred and twenty dollars can be realized in an afternoon and evening in a little village of this size, it

indicates the presence of an interest and a spirit of mutual helpfulness that speak well for the community. Credit should also be given to those of the alumni away from Bethel who contributed to this sale and especially to the loyal son in far away New York who sent so generous a contribution of books for our library. All these helpful influences are recognized and appreciated by teachers and students and furnish an added stimulus and inspiration to effort.

○ ○ ○

“**T**HE secret of success is work.” To him who patiently and perseveringly works nothing is impossible. If you long to be an orator, would you be willing for months to train your voice upon the sea-shore with only the waves for your audience, as did Demosthenes? Would you, like Wendell Phillips, stand calm and unmoved in Faneuil Hall, amid the hisses of the crowd? If you desire to excel in literature, would you be willing to endure the grating of the jail door and the dampness of the dungeon for the sake of being the author of *Pilgrim's Progress*? Everyone who works is not successful; but everyone who is successful works. He who would succeed must pay the price. He must be fired by a determination which knows no defeat, which cares not for ridicule and spurns hardships.

“If thou canst plan a noble deed
And never flag till it succeed,
Though in the strife thy heart should bleed;
Whatever obstacles control,
Thine hour will come—go on, true soul,
Thou'lt win the prize—thou'lt reach the goal.”

○ ○ ○

“**H**E that loveth a good book will never want a faithful friend, a wholesome counselor, a cheerful companion, an effectual comforter.” As soon as a person comes to the years of understanding he should study to learn what comprises a

good book. He should learn to tell whether the book belongs to the first or second class, and whether the book, if it be a novel, has a logical conclusion. Nor is this all, for a book cannot be called *good*, even though it is grammatically well-written, unless it portrays truly the life and character of the times in which the plot of the story is laid, and inspires its reader with a great longing to emulate and transplant into his own life the good qualities attributed the hero or heroine. Then armed with this knowledge, let the student read the poems of Tennyson and Browning, the novels of Scott and Dickens, and any other standard works which he may choose, and soon he will have no desire for that which is poor and cheap in literature, but will turn from it as one, who, having hunted long for some rare old jewel, turns away in disgust when the object of his search proves to be but an imitation of the real gem. Gradually as this aversion for the weak and false in literature deepens, the love of the good and noble strengthens and with it what varied blessings come! What stores of friendship, of counsel, of companionship, of comfort!

○ ○ ○

“**T**RIFLES make perfection, but perfection is no trifle” is a proverbial saying so time-worn that we fail to value its philosophy. To the student whose watchwords are Progress and Perfection, the significance of little things becomes more meaningful every day. The importance of thoughtfulness, promptness, and care even in regard to apparent trifles, must be recognized by the student who would advance rapidly toward his ideal of perfection. A good example of the common lack of thoughtfulness is brought to mind by the criticism frequently passed

by observant people on students that their language lacks refinement. Considering the educational privileges and advantages which students enjoy, this condition of their language is a mystery to people. If we are frank with ourselves, we must admit that their criticism is just. If you doubt it, watch closely your own conversation for a few hours, and determine what per cent. is choice diction or even good language, and what per cent. is slang. You will find the result astounding. The trouble is that we are thoughtless; but is not that the aim of an education, to train the mind to think? Are we willing to admit that we have time to reason out a problem in algebra or geometry, and that we have no time to take heed to purify our speech? We strive to be "jolly" and entertaining at the expense of showing our true selves. The tendency in our social life is to amuse and entertain, rather than to inspire and instruct. Of course light, witty talk has its place, but it ought not to be indulged in to the exclusion of all interchange of noble ideas. If we are so disposed, we can find refined language as expressive as slang, and we can acquaint ourselves with such thoughts as will ultimately make us deep and original thinkers, men and women who can help to settle some of the knotty problems of life. Let us start now and gain a purchase on our conquest of a subtle habit.

○ ○ ○

MUCH has appeared in the magazines recently, on such subjects as "Power Through Repose," "The Freedom of Life," and "One Reason for My Eighty Years." We gather from all these articles this same conclusion, that those who are accomplishing the most in this present, nerve-taxing age are not those who are hurrying and rushing the most, but those who, to all appearances, are exerting them-

selves the least. There are those, we are told, who are always busy but never accomplishing anything, and on the other hand, those who, though always occupied, are never busy. It is the latter who are performing quickly and thoroughly a large amount of work. The man who has no time to spend in "God's out-of-doors," who must constantly burn the midnight oil, in order to finish the day's work, and who has scarcely, even time for courtesy, is not only ruining his health and impairing his strength, but is gradually diminishing his very ability to accomplish a large amount of work. The way which at first may seem an almost indolent way of working, is the only way by which we may truly economize time. It is also unprofitable to spend the night hours in toil. Sir Richard Bethell, who, as attorney general, occupied one of the most laborious positions in England, once remarked, "I thank God I bear my burden lightly. I owe it to my habit of working early in the morning, not late at night. I set out in life with many dear friends who worked at night. I have buried them all." If we would obtain the best results we should work quietly and without ostentation, we should never be too busy to extend a helping hand to those needing our aid, and we should think often of Henry van Dyke's "Foot-Path to Peace", and "be glad of life because it gives us the chance to love, and to work, and to play, and to look up at the stars." Work alone, and that the hurried, nervous work, so often engaged in at the present, can only warp and narrow a life and in the end result in little.

It is a little thing to speak a word of common comfort,
Which, by daily use, has almost lost its sense;
Yet on the ear of him who thought to die unnoticed,
It falls like choicest music.

—Shakespeare

What Greece Has Left to Civilization.

"Cold is the heart, fair Greece! that looks on thee,
Nor feels as lovers o'er the dust they loved;
Dull is the eye that will not weep to see
Thy walls defaced, thy mouldering shrines removed

By British hands, which it had best behooved
To guard those relics ne'er to be restored."

As we read of the splendor of ancient Greece, its wealth of sculpture, its heroes, its poets, its philosophers and its orators, and then turn our thoughts to the despoiled Greece of to-day, with its ruined temples and demolished cities, we cannot fail to share Byron's feeling of resentment against those, who, having torn away the last vestiges of her previous magnificence, have left the country a gloomy shadow of her former glory.

We might declare at first that Greece is dead, and yet how can we call a nation dead whose influence is still felt throughout the world, and without which neither the past nor present could exist!

Among the many things in which Greece has surpassed all other nations, her literature first claims our attention. Homer's *Iliad*, the earliest specimen of Greek poetry, is called the masterpiece of Greek literature. It has been translated into every language, and is universally regarded as the greatest Epic poem in existence. Tradition tells us that Alexander slept with a copy under his pillow. This book was prepared for him by his instructor Aristotle and was called the "Casket Edition" from the jeweled box in which it was kept. We preserve it quite as sacredly in all our courses of classical study, and its influence is still felt by those studying it to-day.

Almost all the Athenian statesmen were masters of oratory. Those who possessed the gift of eloquence were leaders in the affairs of State. A Greek was taught to defend his own case by his own eloquence. Thus the jury courts of Athens were schools of oratory. Greece has produced the world's greatest orator, Demosthenes. His first address in public was a complete failure, owing to a stammering utterance and an ungainly habit of shrugging his shoulders. Doubt-

less all are familiar with the labors and struggles by which he overcame these defects. That he might not be tempted to spend his time in society, he made his appearance ridiculous by shaving one side of his head. To correct his speech, he spoke with pebbles in his mouth, and to overcome his habit of shrugging his shoulders, he practiced speaking under a suspended sword.

Each generation of youth is guided in the path of success by the persevering efforts which enabled Demosthenes to achieve the highest excellence as an orator. Cicero, the greatest orator of later years and to whom we owe many valuable orations, obtained his inspiration from Demosthenes. More than one statesman of recent times, indeed, has quickened his wits by making translations of the Greek master-pieces.

The Grecian historians of renown are Herodotus, Thucydides and Xenophon. It is to these men that we owe our knowledge of what took place at their time of writing. If, in describing the experiences of the armies which they themselves accompanied, their pictures are sometimes over-drawn, who can blame them? The life of their country was their own life, and the Greek's imagination upon all occasions was difficult to restrain. The main assertions are authentic, and these writings are not without their share of literary merit.

The language of the Greeks was the most perfect which has ever been spoken. We now turn to that language to express our technical terms, and from it obtain names for our new inventions.

Emerson tells us that "out of Plato came all things that are still written and debated among men of thought." When we think of the wisdom, not only of Plato, but of the great Socrates himself, we realize that the greatest arguments of modern philosophy were first set forth by these ancient Greeks.

The department of the Greek's education which was dwelt upon the most emphatically was physical training. Our present athletics and gymnasium work are founded upon the Greek method of muscular development.

It was among the Greeks, also, that the drama originated. That work was so perfect in its beginning that even now we look to Æschylus, Euripides, and Aristophanes for its grandest specimens.

The Greeks delighted not alone in the beautiful, but in the practical, as is seen in the demonstrations of that renowned mathematician, Euclid. Without his work many of our text-books would be incomplete.

The Greeks were artists by nature. It is probable that nature herself taught them their first principles of art. The singular transparency of the atmosphere, especially about Athens, lends a remarkable clearness of outline to every object.

It is the Greeks to whom we owe the highest perfection in sculpture. They took their models from life. The symbols and statues of their gods must be as perfect as the gods themselves. Phidias was the most eminent sculptor of his age. "His thoughts live in marble." What could a sculptor do to-day without the gods and heroes of old Greek mythology?

Every Doric column or Corinthian capital reared to-day are but reproductions of Greek architecture. The Acropolis at Athens was, in ancient times, called the casket of the rarest architectural jewels in the world; and it is said that no other citadel has held so much beauty and splendor within its walls. The art of the Acropolis remains the standard for all time. Those chiseled forms that almost lived and breathed were the master-pieces of Phidias, and the mutilated fragments are now cherished as our most perfect models of the beautiful.

We have considered literature, oratory, history, language, philosophy, athletics, and sculpture, and we are led to believe that the influence of Greece upon civilization will live for all time.

The past has made the present, just as the present is making the future. The lofty sentiments, the valiant deeds, and the sublime achievements which have come to us from Greece should prove stepping-stones to loftier heights.

H. W. P., '04.

Characteristics of American Life.

Whiz! Bang! Whirl! All aboard! All ready, Goulds! All ready, Berlin! Ten minutes for refreshments! Right this way for the Fair grounds! Going right over! Going right over! Oh give me one! Give me one! Give me two! Two! Two! Four! Four! Four! Three! Three! Corner on Wheat!

Are not the characteristics of the American life of to-day bound up in the one word "hustle?" If you don't hustle, you are sure to get left; one of the most common expressions used is "get a hustle on." Why! the men grumble because the train is half an hour late on account of an accident; they never stop to think of being thankful that they were not in the wreck. They grumble because the Grand Trunk is such a slow road; they prefer not to see the telegraph poles or the farm houses along the way, for you see they are wasting time.

At the city it is the "Quick Lunch," the latest paper, and people pushing and crowding. It has been estimated that the people of this country save at least ten minutes a day by clipping their words. This goes to show that the old motto, "There is time for all things," has become obsolete, or else people are not so smart as they used to be.

Fads are another characteristic of the age. Women carry wrist bags, and girls wear chains to "keep in the swim." And everybody goes crazy over Golf, Ping-Pong, or Pit, which ever is "the latest thing out."

In New York we find more Irishmen than in Dublin, and enough Chinamen in California to populate a large city. And thus we might go on, and give any one who had never seen this country of ours, a very startling conception of it. But this would not be fair to Uncle Sam, he who has become independent and has advanced along all the lines of progress and prosperity.

It is said there are always two sides to a question, and, indeed, we might give two very decidedly different pictures of this country. The one would show us a

foreground of brilliant colors, representing the "whirl of fashion;" people who vie with one another as to who shall wear the most expensive diamonds and who shall ride in the latest in automobiles. At the left of the picture you will see a few types of the man with no time to lose; he has only a few years left in which to make his fortune, and yet that fortune *must* be made. At the right you will see the girl of this age, with a novel in her lap, a box of chocolates on one side, and a bottle of olives on the other. Here, also, you see the young man with a cigarette between his second and third fingers. While in the background you see groups of Chinamen, Italians, and other types of the working class; some with hods on their backs, others with pick-axes and shovels, and the Chinaman with his laundry on his head.

But the second picture is the one we like best, and, in fact, that we are all so proud of. In the foreground of this picture we see the college buildings, the graded school and the academy, representing a system by which this country has provided for the education of all children, rich or poor. We see at the left, right, and even in the background, public libraries, orphans' homes, churches, homes for the aged, and art buildings. We find commerce and industry occupying a large place in this picture, while the army and navy barely catch our eye.

And thus we see represented in our last picture, the most intelligent nation of the world, a nation where the average comfort and prosperity among all the classes exceeds that of any other country. And from this picture we find that the three greatest characteristics of this country are education, industry, and commerce. Aristotle says, "Education makes one do by choice what others do by force." Industry occupies and satisfies everyone, leaving the government only the duty of punishing the wicked. Commerce makes a system of foreign relations that is greater and firmer than the power of armies.

There are some who predict that the United States will some time in the future control the world. But it will not be by the invasion of armies and the power of

navies, but by our example in the world, of the government of a free people, governed by education, occupied by industry, and maintaining our connection with the world by commerce.

A. L. B., '04.

His Mother's Voice.

One afternoon in early summer, a solitary man, who staggered as he walked, might have been seen climbing a steep hill at the top of which stood a small house. On taking a second look at the man, one could see by his bloated face, ragged clothes, and unkempt hair and beard, that he was a drunkard and a tramp.

When he had nearly reached the top of the hill, he fell by the road-side and sank into a deep sleep. Late that evening, he awoke. He was now perfectly sober, and lay for a long time thinking of his past life, thinking of what he might have done and might have been had he only kept in the paths of honor and rectitude. Visions of his childhood arose before him, and again he could see his mother standing in the open doorway, watching for his return from school, again he could hear her singing, as she went about her work.

That day when he left home on a mere boyish impulse came freshly back to him, and then he thought of his aimless and wasted life. Many times had he thought of his broken-hearted mother, and wished that he might return and start his life anew; but shame had kept him from doing this again and again.

A strain of music fell upon his ear, so sweet and low, so almost divine, that he looked up half-expecting to see a heavenly vision; but all was darkness around him. Again he listened, and he caught the words of that old familiar hymn, "Where Is My Wandering Boy To-night?" sung in the sweet, low voice of a woman. He rubbed his eyes, thinking he must still be dreaming, but he was never more awake.

The voice proceeded from the house, and he crept nearer and looked in at the open window. He saw a small, cozy sitting-room, dimly lighted by the flickering

light of an open fire, and a woman sitting by the fire, softly singing to herself. He saw that her hair was white, and as she raised her head, the sudden brightening of the fire showed a face wrinkled and careworn. As if moved by a sudden impulse, the woman arose, and going to a large portrait resting on an easel on the other side of the fireplace, stooped and kissed it upon the forehead. As she turned away, she faced the window. Suddenly the blazing up of a smouldering log flooded the room with light, and for the first time he recognized his old mother.

His first impulse was to leap through the open window and clasp her in his arms, but he realized that such a sudden movement would frighten her, for he could not hope that she would recognize in him her son of the long ago. He went to the door and rapped gently. A man came to the door of whom he inquired if Mrs. — lived there. On being told that she did, he asked if he might speak with her. With some hesitation the man, who was no other than his brother, ushered him into the little room. He paused for a moment near the door, and then went forward with tottering steps. "Mother, don't you know me?" For a moment she stood still, with a dazed look upon her face; then the flood of years rolled back, and with, "Ben-nie, I knew you'd come," she fell into his outstretched arms.

That night while he sat at his mother's knee as in days of yore, all those years of absence seemed to slip away from him like a dream, and again he confided to his mother his hopes and his resolutions for the future, as he had so often done when a boy.

C. M. E., '06.

Gould's Academy.

Gould's Academy has long made Bethel the educational centre of Northern Oxford. In it the people of Bethel and vicinity take a just pride, and toward it they have been liberal in moral and financial support. For more than half a century it has been sending out into the world men and women of character and ability, who have made for themselves an honorable name and reflected credit upon their Alma Mater. Its establishment

was the result of that out-reaching toward a better culture and a higher education, which was a marked characteristic of the generation that gave it birth. The first step in this direction was the establishment of a high school at Bethel Hill in 1835. The names of the officers of this high school organization may be interesting. Robbins Brown was chosen president; William Frye, secretary; Robert A. Chapman, treasurer, and Charles Frost, Jedediah Burbank, John Hastings, Jonathan A. Russell, Jesse Cross, John Harris, Ebenezer Ellingwood, Joseph Sanborn, James Walker, and Timothy Chapman, trustees. Dr. N. T. True was principal. Beginning with thirty-five pupils, they had increased to one hundred and twenty-three the second year, and had outgrown their accommodations.

In 1836, the trustees of the High school asked the Legislature for an act of incorporation as Bethel Academy. The incorporators were John Grover, Moses Mason, William Frye, Charles Frost, Jedediah Burbank, John Hastings, Stephen Emery, Barbour Bartlett, James Walker, Levi Whitman, Robbins Brown, Valentine Little, George W. Chapman, Timothy Carter, Phineas Frost, Timothy Hastings, and Robert A. Chapman. The same season saw the first Academy building erected where the present Academy now stands. At its organization the corporation chose Dr. Timothy Carter, president, and William Frye, secretary.

The first principal was Isaac Randall of Dixfield, who afterward became well known at the Oxford Bar and practiced his profession at Dixfield until his death some eighteen years ago. Mr. Randall continued as principal for two years. Since that time there have been twenty or more different principals, but among them all Dr. N. T. True stands forth pre-eminent for length of service and long-continued devotion to the welfare of the school. For thirteen years did Dr. True preside over its destinies, and under his tuition the school assumed high rank. During this period the Academy building was filled with students, and some were turned away for want of accommodations. In 1842, the name of the school was changed to "Gould's Academy" in the fulfillment of a provision attached to a bequest from Rev. Daniel Gould. The Gould legacy was about \$800, and was a permanent fund, only the interest being available for the Academy's use. In 1850, half a township of land was granted by the State, and from its sale the Academy realized some \$2500. In 1855, Dr. John Grover gave the school \$200, as a fund, the income of which could be used for the purchase of



Gould's Academy.

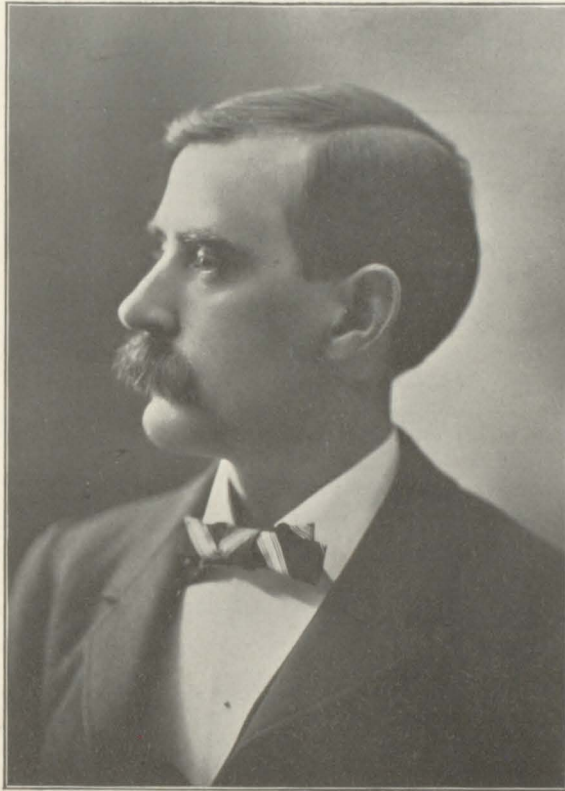
chemical and philosophical apparatus. In 1869, the original building was enlarged, and in 1881, it was entirely removed, and the present commodious building erected. Towards the equipment of the new building, the citizens of Bethel contributed \$1100, or more. In 1890, the Legislature granted the Academy \$800 a year for the term of ten years. Under the new general law the Academy receives \$750 annually, and may receive \$1000 each year if a Normal course is added. On Aug. 9, 1900, a reunion of the alumni of the school was held at Bethel and was largely attended. At this time quite a substantial sum was pledged toward a fund which it is hoped will some time be made sufficiently large to place the school on a strong financial basis. Effort has been made to interest men of wealth in the school to such an extent that they will endow it as many similar institutions are now being endowed. Never was there a more golden opportunity for one to bestow money where it will bring an hundred fold return in the lasting good that will result from the gift. No more worthy object can be found in a lifetime's seeking.

The presidents of the Board of Trustees of Gould's Academy have been as follows:—Dr. Timothy Carter, Dr. John Grover, Dr. Moses Mason, Gilman Chapman, Gideon A. Hastings, and Hon. Addison E. Herrick, the present incumbent. Mr. Goodwin R. Wiley, has been secretary of the Board since 1885. The present Board of Trustees is as follows:—Major G. A. Hastings, Charles Mason, Hon. Enoch Foster, Hon. J. M. Philbrook, S. B. Twitchell, Hon. A. E. Herrick, G. P. Bean, G. R. Wiley, J. U. Purington,

A. L. Berbank, A. W. Grover, Ceylon Rowe, N. F. Brown, Dr. J. G. Gehring, Calvin Bisbee, Dr. F. B. Tuell, E. W. Barker, Capt. R. B. Grover, Hon. E. S. Kilborn, and E. C. Rowe.

Gould's, like nearly all other academies, has had its discouraging periods. During the years following Dr. True's administration there was a decline in its prosperity, although its officers did all in their power to maintain the prominence it had attained under his charge. To the frequent change of principals much of this loss of prestige may undoubtedly be assigned, as no school can be

built up or sustained at a high standard without long continued devotion and sacrifice to its welfare on the part of the man at its head. His heart must be in the work; with him teaching must be a loved and dignified profession and not merely a means to assist him on the road to some other vocation. Adaptation combined with a love for the work are necessary elements in a successful teacher; capacity for arduous labor, power to overcome discouraging conditions; an ever present optimism, may be added, and with all this he must be a good disciplinarian, a successful student of human nature, tactful, resourceful



Principal Frank E. Hanscom.

and a good organizer. These qualifications and others requisite to the most successful instructor are found in the present principal of Gould's Academy, Prof. F. E. Hanscom, who assumed charge of the institution in the fall of 1897. His coming marks a new era in the history of the school. His own inspiration and love for the work seemed to communicate itself to others. A renewed interest sprang up; a renewed prosperity began to dawn;



View of Church Street near Gould's Academy.

the old-time prestige returned; and after six years of earnest effort. Prof. Hanscom and an efficient board of officers co-operating with him, have brought the institution to its present proud position in the list of secondary schools of the State. The attendance which had diminished to about twenty-five when Prof. Hanscom assumed control, has increased four-fold; the courses of study have been carefully revised and systematized, and the school's methods and ideals are now in eminent accord with the most modern educational standards. Important additions have been made to the equipment of the institution. The library has been greatly augmented; a well supplied reading room is maintained, and an excellent gymnasium provides opportunity for necessary physical training. In all respects is Gould's Academy now in the first rank of similar institutions and richly deserving the success it is enjoying.

That the high standard of the school is recognized by higher educational institutions is evidenced by the long list of well-known colleges to which admission is now granted upon the certificate of the principal of this Academy, among which may be named,—Cornell University, Williams College, Amherst College, Boston University, Brown University, Dartmouth College, Mount Holyoke College, Smith College, Tufts College, Wellesley College, Wesleyan University, Bowdoin College, Bates College, Colby College, and the University of Maine. The present Board of Instructors is as follows: Frank E. Hanscom, A. M., Principal: Latin, Geometry, Senior Reviews; A. Mabel Richardson, A. B., Preceptress: Greek,

French, History; Lillian A. Norton, A. B., English, Elocution, German; Charles B. Erskine, Algebra, Sciences; Alice L. Billings, Instrumental Music.

No better location for an educational institution can be found than Bethel. The town is progressive. The village is supplied with pure water; sanitary arrange-

ments are excellent; there are excellent church advantages; society is genial and refined. It furnishes a good atmosphere for the mental and moral growth of the student. It is accessible. The institution has passed the experimental stage and is now upon a firm foundation, and is drawing students from all parts of Maine and many other States. Its present is prophetic of its future, and we predict a continued and increasing prosperity. While money does not make a school, yet it does much to augment its usefulness; it provides facilities and places an institution in a position to take advantage of opportunities. Gould's needs a fund. Some day the man of wealth will appreciate this need and richly satisfy it.—*From Bethel News, Jan. 6.*

Communications.

Harvard Law School,

Cambridge, Mass., Jan. 21, 1904.

To the students of Gould's Academy:—

It is with sincere pleasure that I accept an invitation to say a word to you in the HERALD. You must believe that every graduate has the warmest feelings for the old Academy, and that he is glad of anything that draws him a little closer to the school and its interests.

I have been wondering a great deal what I ought to say to you, and I fancy every young graduate feels the same perplexity, when he first attempts, in this way, to renew relations with his Alma

Mater. You see the old alumni have rather of a grip on us youngsters, for they have only to draw upon their priceless store of reminiscences, but we younger graduates have no such privilege. No one ever heard of *young* men writing reminiscences. We have no prespective, you see. Time has not lent to our picture of events the outline or the venerable dignity that reminiscences require. We are troubled by what in psychology is known as "total recall." Our reminiscences, I fancy, would be very much like the pictures of a certain painter of whose landscapes it was said that one could not see the forests for trces.

I might tell you, I suppose, of pleasant hours spent at the old Academy, and of valuable lessons learned there, but I imagine you have heard the story from alumni so frequently, that it has become very tiresome and very trite. And then it always sounds to me rather egotistical for alumni to tell of the great profit which they have derived from their work. I always feel that they could speak more interestingly, and certainly more truly, of hours wasted and of duties unperformed. You appreciate without the telling, I am sure, the pleasures of life at school, and I hope you appreciate equally, without the telling, the opportunities that you are enjoying under the grand teacher who is at the head of your school. It is, however, very easy for students to lose sight of the object for which they are attending school. It is pretty nearly true, as is often said, that the years spent in school and in college are the pleasantest years of our life; and I sometimes wonder if it is not *too* true, if school life is not *too* pleasant, and if the pursuit of pleasure does not *too* frequently obscure duty, and dull the conscience and make us believe that schools are nothing in the world but nice big play-houses, especially designed to make us have a good time. If any of you find yourselves falling into this idea, give yourselves a good shake and awake instantly, for you are bound to learn sooner or later that such a notion is the hollowest of illusions, and that, in reality, schools stand for something very substantial, and

for something very much higher and better than mere present pleasure.

You are probably thinking that I am talking to you in a very elementary manner, and that you understand these things as well as I do. I dare say you do, but I have found from my own experiences that a guide-post is often a comfort, even on a fairly familiar road. We may realize all that is expected from us, and all that is due to those who are making, perhaps, many sacrifices for us, yet, notwithstanding, we may fall far short of a performance of those duties, without a word of encouragement now and then to quicken our lagging steps.

I think it is a great incentive to earnest work in school, if one can once comprehend the wonderful increasing series in which education works out. If every fact were a separate thing which had to be learned by itself, one might be pardoned readily for becoming discouraged sometimes, and for feeling that the results were not worth the trouble. But this is not the case. Facts are connected things. A single rule may solve a thousand problems: the discovery of a single truth may draw the veil from infinite wonders and subtle beauties, hitherto unsuspected. So, my friends, when you are discouraged, and are wondering if it really pays to learn some difficult thing which you are sure to forget immediately, remember that the object of education is not solely to pigeon-hole facts one by one in the brain, but to train the mind for subsequent tasks, to sharpen the perceptions, to broaden the interests and sympathies, so that wherever you turn, whether it be in traveling, in business, in conversing, in reading, or what not, you may see something that you are familiar with, that you are interested in, that you can understand and, above all, that you are capable of appreciating. I believe that this last word suggests the most important end of education. To teach one to appreciate, is the first object of education. But you are saying "Is there not one thing at least that is higher than the power of appreciating, namely the power of doing things for oneself?" Yes, I agree that this one

thing is higher, but I insist that appreciation must come first, that education can teach one to do things only when it has given him the power of appreciation. The things that are worth while are done under the spell of an inspiration, and what in the world is inspiration but the impulse of appreciation, the enthusiasm that springs from appreciation whether of the qualities of a fellow-being, or of the beauties of a picture, or of the thrilling harmonies of music, or of the splendid magnificence and infinite perfections of the universe? To extend the field of our sympathies and of our appreciation should be then the endeavor of all of us who are attempting to educate ourselves, for we must count that man happiest and the best educated whose interests are the the most extensive, and who can, accordingly, draw pleasure and inspiration from the greatest number of sources.

I hope that I have not wearied you unduly by writing at such length, and that I have not taken too much of the space which your paper affords. It may be long, you see, before I have another chance to write to you in this way, and I am making the most of the opportunity which is now presented.

I wish you all a very happy and profitable course at our old Academy.

Faithfully yours,

LEON VALENTINE WALKER.

G. A., '99.

DEAR HERALD:—

Complying with a request for a few words in regard to Cornell University, I take pleasure in sending the following, which, however, must needs be incomplete owing to the limited amount of time at my disposal.

One might infer from its name that the institution was founded by a man named Cornell, but, to quote from the University Register, "the existence of the University is due to the combined wisdom and bounty of the United States, the State of New York, and Ezra Cornell." It was founded on January 11, 1865, and consequently is but thirty-nine years old.

Ezra Cornell's direct donation was five hundred thousand dollars, but from lands that he subsequently turned over, the Board of Trustees has realized over four million dollars.

Carrying out the founder's ideal, "I would found an institution, where any person can find instruction in any subject," the University is co-educational, though the number of women students is small, compared with the number of men. The first graduating class numbered eight, but the increase was rapid, until to-day the University ranks ninth in size in the United States, having a total enrollment of three thousand thirteen, exclusive of a few hundred special students pursuing short summer courses.

The location of Cornell University is ideal. It is about four hundred feet above the city of Ithaca, which lies at the Southern extremity of Cayuga Lake, one of the so called Finger Lakes of New York. The surrounding country is not so mountainous as that about Bethel, yet hills of considerable size surround the city on three sides; the campus itself which consists of over three hundred acres, was pronounced by Lord Kelvin during his visit here last spring, to be the most beautiful he had ever seen in this country or abroad. Two gorges define its southern and northern boundaries, and over the former, just above a waterfall, is a picturesque stone arch bridge, which constitutes the main entrance.

In addition to the three original buildings, Morrill, McGraw, and White Halls,—the last, named in honor of Andrew D. White, who was the first president of the University and whose home is on the campus—there are fifteen others, including a library, a chapel, a Christian Association, and Sage College, a dormitory that accommodates two hundred women. Built into the rocky walls of the northern gorge is a large hydraulic laboratory which is generally admitted to be the best of its kind in the world. A dam at this point forms a lake of considerable size, a part of which, during the winter season, is always kept clear for skating and tobogganing. A wooden structure

about sixty feet in height is built on the sloping shore, and from this, a double-tracked chute descends obliquely to the lake, giving a slide of over eight hundred feet on the surface of the lake. This constitutes the most popular winter sport at Cornell.

The chapel, which was given the University in 1873 by the Hon. Henry W. Sage, is endowed with a permanent fund, whereby the pulpit is supplied with representative preachers of all denominations from the principal eastern cities. It has been enlarged and re-decorated since June, and no expense has been spared to make it among the most beautiful college chapels in the country. Its mosaics, symbolic of young manhood, young womanhood, beauty, truth, and philosophy, form one of the most extensive schemes of figure mosaics yet attempted.

The colleges, which comprise the University are as follows:—Graduate Department, College of Arts and Sciences, College of Law, Medical College, College of Agriculture, New York State Colleges of Veterinary Medicine and Forestry, College of Architecture, College of Civil Engineering, and the Sibley College of Mechanical Engineering and Mechanic Arts. All courses in the professional colleges are prescribed, but the work in the College of Arts and Sciences is wholly elective, so that a student has perfect freedom to select those courses which are best adapted to his individual needs.

Owing to the fact that Cornell takes the place of a New York State University, military drill is compulsory to all Freshmen except those in Medicine and Law. For the same reason the University each year gives free instruction to several hundred New York State students, who obtain the best average ranks in examinations held in their respective assembly districts. A university education is thus afforded many deserving students whom pecuniary difficulties would otherwise deprive of a higher education.

Very cordially yours,

VICTOR M. GEHRING, G. A., '03.
Cornell University, Ithaca, N. Y.

EDITOR OF HERALD:—

The Massachusetts Institute of Technology is, in many ways, a unique institution. Situated as it is, in the very heart of Boston, it has neither campus, nor dormitories. Its eight buildings front on half as many streets, and its sixteen hundred students are scattered throughout the city and its suburbs.

The Institute offers thirteen distinct four-year courses:

- I. Civil Engineering.
- II. Mechanical Engineering.
- III. Mining Engineering and Metallurgy.
- IV. Architecture.
- V. Chemistry.
- VI. Electrical Engineering.
- VII. Biology.
- VIII. Physics.
- IX. General Studies.
- X. Chemical Engineering.
- XI. Sanitary Engineering.
- XII. Geology.
- XIII. Naval Architecture.

Each of these courses is sub-divided into several options, or sub-courses, so that a student may select from the fifty, or so, options, the one which furnishes exactly the training which he desires.

The standard of the institution may be seen from the frank statement of the catalogue that only thirty-two per cent. of those entering are able to graduate. Its reputation may be judged by the fact that it holds its entrance examinations in all the large cities of this country and in London. It attracts students from college, university and preparatory school alike, from every State and from almost every nation.

Each year our government sends here under salary, six of the brightest men in the graduating class at Annapolis. On these men we will be relying a few years hence for the design and construction of our new battleships. Japan, too, has been quick to recognize the value of the Institute's technical training, and sends hither four alert young men each year.

ROBERT C. BISBEE, G. A. '99.
Institute of Technology, Boston, Mass.
Feb. 1, 1904.

Waterville, Me., January, 1904.

DEAR HERALD:—

I hardly know which I am prouder to do, represent Gould's at Colby, or, through the HERALD, Colby to Gould's. This feeling, the many loyal friends of both institutions will fully appreciate.

I suppose those interested in athletics would like to hear of the college record on the athletic field, from the *almost* victory over U. of M., to the complete triumph over Bowdoin; but I leave that for others, and will speak briefly of some of the developing and training influences, aside from the purely intellectual, surrounding the life of a college girl at Colby.

As those acquainted with the college know, we have no general girls' dormitory,—that exists so far only on paper,—but the women of the college, whose homes are not in the city, live in three houses on College Avenue, and all board in one of them, Ladies' Hall. These buildings all have furnace heat and electric lights. The care of these houses and the dining-room work furnish opportunity to several girls to earn all or part of their board. Each of these houses is in charge of a matron, and everything is made as homelike as possible; for those having the matter in charge believe that a well ordered home-life is an essential part of a woman's education. By living in different houses, one's circle of household friends, if I may use that term, is small, but that only increases one's individual responsibility. After meals, especially after the six o'clock dinner, a short time is spent in singing and having a good time generally. The time thus spent relaxes the strain of the day's work, and is a good preparation for the evening's study.

Colby young women enjoy the rather unique distinction of not being governed by rules, that is, written ones. The printed regulations used for several years having become rather out of date, Dean Berry suggested that we try living without them. The necessary regulations regarding study hours and the social privileges, best suited to the life of a student, are clearly understood, and each girl is put on her honor, with possibly an occasional re-

minder from the matron, to live up to them. Each Wednesday, after lunch, the Dean takes opportunity to speak of matters of general interest to the women, as students, or of special interest to them as residents of their particular dormitory. In this way almost perfect harmony is maintained, for every thoughtful girl recognizes that nothing is required more than a dignified, ladylike conduct, which is the rightful possession of every college woman.

Possibly the best legacy that Colby gives to her students is her ennobling religious influence. Aside from the church homes that the students find in the city, this influence is perpetuated largely through the Christian Associations. The Y. W. C. A. here, as elsewhere, is made up of the young women who are members of evangelical churches as active, and others as associate members. The prayer-meetings are held every Tuesday evening at 6:45. Occasionally we have special missionary meetings. Two or three times a year, Miss Crane, the New England Student Secretary is with us for two or three days. About once a term the two Associations unite to listen to an address by one of the Associations' secretaries or some missionary, either home or foreign.

This year our Association supports two Bible study classes, which meet Sunday morning at 9:30, and two mission classes which meet Friday evening directly after dinner. The Association is a means of great help to its members.

I am afraid I have given only a meagre outline of what I have tried to bring to HERALD readers, but, somehow, words are very inadequate to express the meaning of an influence, and only those who have been at Colby can fully understand and appreciate the beautiful home-life and the rare spiritual influences which help to form the discipline of student life here.

Very sincerely,

CORA H. FARWELL.

G. A. '99, Colby '06.

DEAR HERALD:—

Those to whom Gould's Academy is dear understand what is meant by school

spirit. Time does not lessen it, neither do new friends and new scenes cause us to forget the old. I had not been in college long, before I began to understand what is meant by Bates Spirit. It cannot be defined, but some idea of it may be conveyed by telling you the strange way Providence took to bring Bates College into existence.

Seventy-three years ago, a boy of thirteen, working in his father's paper mill, met with an accident to his right hand, which put a stop to his work; hence his parents decided to send him to school. Educational opportunities were not common in those days, yet the boy from the paper-mill had good instruction and liked his studies. Hearing some older students reciting in Latin, he was so fascinated by it that he determined to know Latin; this led to a college course. He became a Baptist minister, a man of strong convictions and sound judgment. He was a teacher, too, possessing an interest in education ever widening and deepening.

After teaching for some time in the Maine State Seminary, he determined to make it a college that should be open to black as well as white, women as well as men. This was in 1864, when higher education for negroes and women were alike unpopular. Like most men ahead of his time, the president of the new college met with much opposition, but for forty years he persevered. When old age compelled him to resign, his interest and influence still remained in the work that had been his; and during his last days he looked contentedly on the college, and the strong men and noble women it had sent forth, as satisfying fruit of a well-spent life.

One would not have to look far to find a wealthier college than Bates. Its very existence is due to sacrifice and struggle. It has shown that these are of more value than money. From such conditions has arisen the Bates spirit, the spirit that never gives up. As the Irishman said of the steam engine which he was viewing for the first time, "It can do anything; there's a fire inside of it."

MABEL V. SHAW.

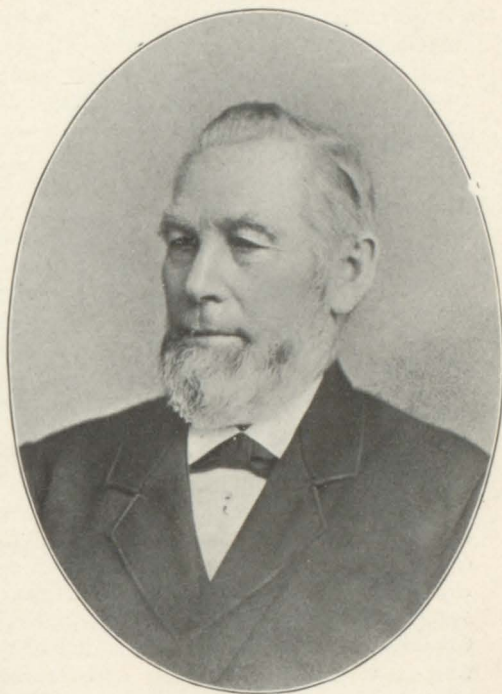
Gould's '99, Bates '06.

Alumni Personals.

HON. SIDNEY PERHAM.

Ex-Governor Perham is in the truest and best sense a self made man, and the story of his life is both interesting and instructive.

He was born in Woodstock, Oxford County, Maine, March 27. 1819. His father was Joel Perham born in Paris,



Hon. Sidney Perham

Maine, in 1797, and the son of Lemuel Perham, born in Upton, Mass., in 1760. His mother was Sophronia Bisbee, born in Paris, Maine, in 1801, daughter of Rowse Bisbee, son of Calvin, who was a descendant of Thomas Bisbee, who came from England and landed in Scituate Harbor in 1634. He married Almena J., daughter of Lazarus Hathaway of Paris. His education was obtained in the district school, with one term in Gould's Academy, Bethel. At nineteen he commenced teaching winters, working on the farm summers. He continued in this way fifteen years, in the meanwhile taking an active part in the teachers' institutes and ed-

ucational conventions.

When twenty-one years of age, Mr. Perham purchased of his father the old homestead farm, on which he had lived from the time he was four years old, and for about twenty years he carried on a large farming business. In 1853 and 1854, he was a member of the State Board of Agriculture, being twice elected. He has given numerous addresses upon the subject of agriculture.

Mr. Perham early became interested in temperance, taking part in the organization of the first temperance society in his town, and giving frequent addresses—a practice which he still continues. In 1857, he spoke in two hundred towns, urging the re-enactment of the repealed prohibitory law. He has been at the head of the Sons of Temperance and Good Templars in the State, and often a representative in the national organization of both these orders. Mr. Perham has also delivered lectures on other subjects, notably on "Success" and the "American Citizen," and his lectures were always well received.

In religious faith he has always been, since nineteen years of age, a Universalist. While liberal toward other denominations, he is earnestly devoted to the work of his own church. He has often been president of the Universalist State Convention and the national organization. For twenty-seven years he was one of the trustees of the General Convention, and a part of the time President of the Board. For several years he has been President of the Board of Trustees of Westbrook Seminary.

When twenty-two, he was elected selectman of the town of Woodstock, and served the town in various offices until other duties prevented. In politics, he was a democrat until 1853, when he voted for Anson P. Morrill for Governor, and subsequently took an active part in the organization of the republican party, with which he has since been connected.

In 1854, he was elected to the Legislature, and at the opening of the session was elected Speaker, the first instance in the State in which a person having no legislative experience had been elected to that office. In 1856 he was a Presidential

Elector, and with his associates gave the vote of the State to John C. Fremont. In 1858, he was elected clerk of the Supreme Court of Oxford county, and re-elected in 1861, resigning in January, 1863. In 1862, Mr. Perham was elected a Member of Congress from the second Maine district by about twenty-five hundred majority, and re-elected in 1864 and 1866 by increased majorities.

During his term of service in Congress, Mr. Perham was a member of the Pension Committee, being chairman the last four years. The duties of this Committee involved a large amount of labor, as the increase of claims created by the war made it necessary to re-organize the Pension Bureau on a broader basis. Reconstruction was one of the leading questions in Congress during a part of Mr. Perham's term of service. On this and other subjects growing out of the war, he made several elaborate speeches which attracted wide attention at the time. March 2, 1868, he delivered a speech on the "Impeachment of the President," in which he arraigned President Johnson for numerous violations of the Constitution and laws. March 21, 1868, he made a speech on "Release from Taxation and the National Finance," which was regarded as a very able effort. In Congress, Mr. Perham was always at his post of duty, whether in the committee room or on the floor of the House. He was untiring in his attention to the soldiers, and was regarded as a loyal friend.

In 1870, Mr. Perham was elected Governor of Maine, and was twice re-elected by increased majorities—serving in 1871, 1872, and 1873. Governor Perham advocated a reform in the jail system, to provide for the employment of the prisoners; an industrial school for girls; the establishment of free high schools, and biennial elections and sessions of the Legislature. The first three of these measures were adopted during his administration, the last later on. He was President of the Board of Trustees of the Industrial School from the time it was opened in 1873 until 1898.

In 1877, he was appointed Appraiser of the port of Portland, and held the office

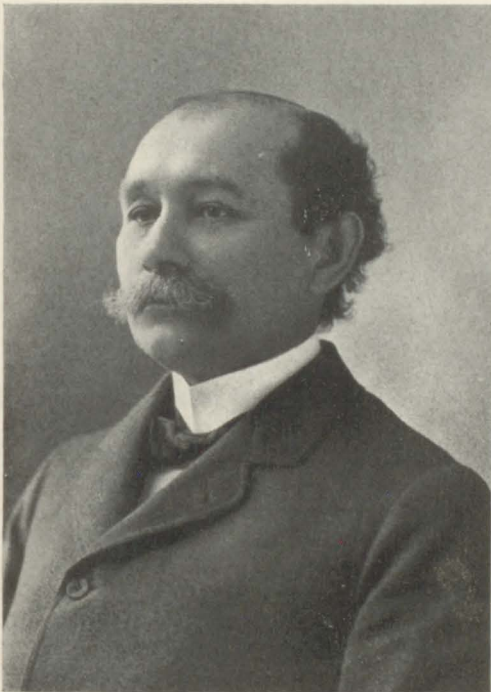
for eight years, when he resigned. In 1891 he served on a Commission, appointed by President Harrison, to select a site for a dry dock on the waters of the Gulf of Mexico. For the last seventeen years, he, with his family, has resided in Washington, D. C., during the winter, still retaining his summer residence at Paris Hill. Mrs. Perham died June 5, 1902, in Washington, D. C.

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CHARLES K. FOX.

Charles K. Fox was born in Rumford, Maine, receiving his education in the district schools and Gould's Academy. Mr. Fox left Old Gould's at the closing of the spring term in 1871.

In speaking of his school days in



Charles K. Fox

Bethel, Mr. Fox says, "They were certainly very pleasant days for me, and a diversion from the farm. I have often looked back to those days with grateful memory, feeling they were the foundation of my

career, for, although my education was only an English Academic, it has served me well in all the pursuits and purposes of life, and the examples and precepts gained there have been a constant inspiration and help."

After leaving Gould's Academy, Mr. Fox drifted to Haverhill, Mass., where he engaged in newspaper work, at a moderate salary, continuing in this vocation eight years. The chief business of the city is, as we all know, the manufacture of women's shoes. Mr. Fox possessed a keen eye for business, and he observed that shoe-making presented the best of opportunities for commercial success. Although endowed with courage and perseverance, many obstacles stood between him and these opportunities. Shoe-making is an art, and absorbs large capital, and confines operations, without it, to a very limited sphere.

At length an opportunity came, and Mr. Fox began business with a partner who knew as little of the business as himself, but they resolved to hire professionals to do the designing and trust to the honesty of their help for results. This plan continued for about one year, when one Sunday morning in March, they awoke to find much of the business portion of the "Shoe City" in ashes, and it was hard to find even the site where their little work shop once stood. Nothing daunts true courage, and the manufacturers began anew in stables, old halls, and even in dwelling houses, until factories could be built. Mr. Fox had acquired the confidence of his customers, and confidence took the place of the small capital which he had lost. The task was hard, nights as well as days were appropriated to the best advantage. It was a season of trial, but prosperity followed in quick succession.

Mr. Fox found rest and relaxation in the woods and brooks, and after each ramble returned refreshed and ready to push on. After the first few years he made it a custom to go to the brooks and lakes each spring, and to the "happy hunting grounds" each fall. He has a private camp in New Brunswick and another at Moosehead Lake. He is a mem-

ber of the Megantic Fish and Game Club of Megantic, Canada, and of the Cameron Fishing and Hunting Club in the wilds of Quebec, north of Montreal. Mr. Fox is married, and in summer, with his wife and two daughters, enjoys a beautiful summer home in Wolfboro, N. H., on Lake Winnipiseogee. As to his present business pursuits, he manufactures ladies' slippers of the finest grade and pattern, suited to evening wear, the boudoir and stage. They are sold all over the United States and in Canada, Australia, the Philippines, South Africa and Europe, the annual product being over \$1,000,000.

Mr. Fox is altogether a much respected and influential citizen of Haverhill. He is a director of the Merchants' National Bank, a trustee of the Five Cent Savings Bank, and a director of the New England Shoe and Leather Association. He is also a member of the Ancient and Honorable Artillery Co. of Massachusetts. Besides the factory in Haverhill, which employs from 500 to 700 operatives, Mr. Fox has another factory in Wolfboro, N. H., which employs about 200 persons.

It seems to us, that if the students of Gould's Academy will carefully consider the lives of these two self-made men, note the diversity,—for their walks in life have been upon entirely different ground, we are sure no student of the present day and generation need feel discouraged. It is fortitude, perseverance, high aspirations, noble and honest character, which lead men onward and upward to success.

A. M. F.

Merritt B. Gay, Gould's, '00, has met with marked success during the past year as Principal of the Buckfield High School.

At a recent meeting of the Sophomore class of Colby College, Fenwick L. Holmes, G. A., '02, was elected toastmaster of his class. Mr. Holmes is a member of the editorial board of the Colby Oracle.

Miss Mary E. Shirley of Brooklyn, New York, Charles K. Fox of Haverhill, Mass., and Mrs. Helen Stiles Fiske of far-

away California, though separated from their Alma Mater by both time and space, still fondly remember "old Gould's" and sent valuable contributions to the "Alumni table" at the time of the Academy Fair.

Edwin L. Harvey, Gould's, '01, Bowdoin, '05, whose interpretation of his part in the comedy, *She Stoops to Conquer*, recently presented in Brunswick and Portland, called forth many golden opinions from press and public, has been elected a member of the Bowdoin College Debating Team which will compete against Amherst in the near future. Mr. Harvey recently attended the annual national convention of the Theta Delta Chi fraternity held in New York, having been sent as a delegate from the charge in Bowdoin. Since our last issue, Mr. Harvey has also received the additional honor of being elected Ivy Day orator.

A New Year Endeavor.

To be joyous in my work, moderate in my pleasures, chary in my confidences, faithful in my friendships; to be energetic but not excitable, enthusiastic but not fanatical; loyal to the truth as I see it, but ever open-minded to the newer light; to abhor gush as I would profanity, and to hate cant as I would a lie; to be careful in my promises, punctual in my engagements, candid with myself and frank with others; to discourage shams and rejoice in all that is beautiful and true; to do my work and live my life so that neither shall require defense or apology; to honor no one simply because rich or famous, and despise no one because humble or poor; to be gentle and considerate toward the weak, respectful yet self-respecting toward the great, courteous to all, obsequious to none; to seek wisdom from great books and inspiration from good men; to invigorate my mind with noble thoughts as I do my body with sunshine and fresh air; to prize all sweet human friendships and seek to make at least one home happy; to have charity for the erring, sympathy for the sorrowing, cheer for the despondent; to be indifferent to none, helpful to some, friendly with all; to leave the world a little better off because of me; and to leave it, when I must, bravely and cheerfully, with faith in God and good will to all my fellow-men: this shall be my endeavor during the coming year.—*The Congregationalist*.

Calvin Bisbee.

In the death of Calvin Bisbee which occurred Jan. 14, Gould's Academy lost an honored and respected member of its board of trustees, the community an ideal citizen, the church an earnest and zealous worker, his family a model husband and father. In all the relations of life, Mr. Bisbee had been weighed in the balance and found *not* wanting; and although the final summons came almost without warning, it found his house in order, his lamp trimmed and burning.

We quote the following from the Bethel News of Jan 20:

There are lives which are in a sense sources of higher education to all who in any way come in contact with them; ever about them is an atmosphere which has a strengthening and uplifting effect, and from their characters is radiated an influence which touches and ennobles the lives and characters of all who come within the circle in which they move; the business status of their community is on a sounder basis because of their business integrity; citizenship is of a higher type because of their sterling worth, and religious life is purer because of their Christian characters. Bethel is fortunate in having her share of such men, but exceedingly unfortunate in losing one who was scarcely past the meridian of an active, earnest, fruitful life.

As deep waters run quietly, so Mr. Bisbee's life was quiet but progressive. His business life was characterized by activity, method, sound judgment and honest dealing; his home life was seasoned by kindness, affection, love and devotion; his church life was sanctified by humil-

ity, loyalty, service and consecration. Such was the man who has been so suddenly removed from among us, and such was the life that will continue to shed its noble influence upon us who are permitted to remain longer.

Calvin Bisbee was born in Sumner, Maine, March 17, 1847. He acquired an education in the common schools, but early entered a mercantile life, first at Paris and later at Newry Corner.

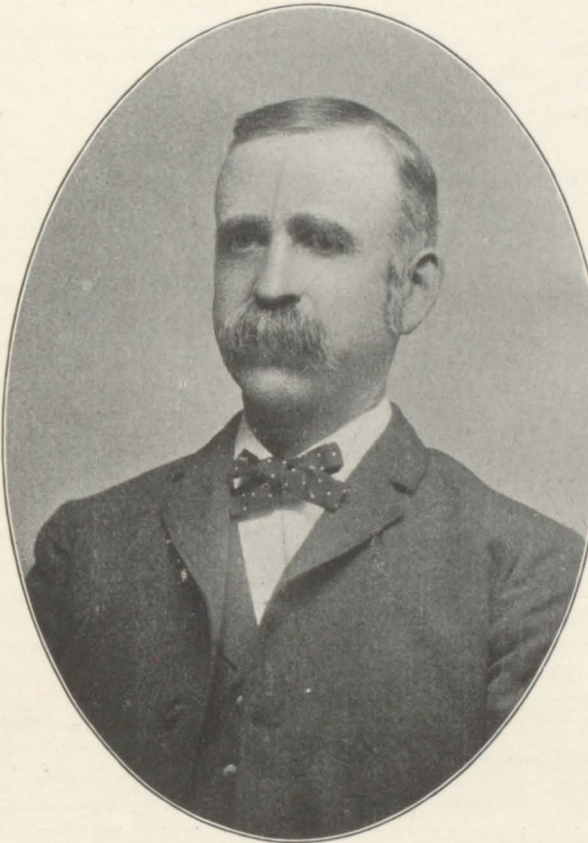
Twenty years ago he came to Bethel and opened a general store; year by year his business increased and in order to meet the demands of his business, three years ago Mr. Bisbee erected a two-story gristmill a short distance below his store. This, with his store, made for him what is called the best-paying mercantile business in Bethel. Wherever known, Mr. Bisbee was looked upon as an ideal business man; he was enterprising and progressive and always ready with open purse and

prompt willingness to help any worthy cause. Our business circles and his church have met with a loss which will be felt for years to come.

Mr. Bisbee married, Jan. 4, 1874, Miss Fannie Church of Paris; and but two days before he went to Portland they quietly celebrated the thirtieth anniversary of their wedding. Two children were born to them, Robert C. a graduate of Bowdoin College, '03, and now studying chemistry in the Massachusetts Institute of Technology and Helen, a member of the senior class of Gould's Academy.

The funeral services were held at his late residence, conducted by Rev. F. C. Potter assisted by the Presiding Elder, Dr. Ladd, and Rev. Charles N. Gleason. Interment was at West Paris.

This sudden death has cast a gloom over the village and the bereaved ones have the heartfelt sympathy of the entire community.



The late Calvin Bisbee.

Quotations Applied.

"My tongue within my lips I rein,
For who talks much must talk in vain."

Harold Young.

"Let me silent be;
For silence is the speech of love,
The music of the spheres above."

Ada Richardson.

"Her looks do argue her replete with modesty."
Maidie Haselton.

"Grave is his aspect and attire,
A man of ancient pedigree."

Ralph Bacon.

"English History puzzles us,
We never can see why,
After so many reigns,
It still should be so dry."

English History Class.

"A trim little maid."

Verna Kilgore.

"Ev'n as one heat another heat expels,
Or as one nail by strength drives out another,
So the remembrance of my former love
Is by a newer object quite forgotten."

Lindall Blanchard.

"And still they dream that they shall succeed,
And still are disappointed."

Senior Algebra Class.

"Be calm in arguing; for fierceness makes
Error a fault and truth discourtesy."

Paul Thurston.

"Thy modesty's a candle to thy wit."

Edith Cushman.

"She that was ever fair, and never proud,
Had tongue at will, yet was never loud."

Helen Bisbee.

"Only a dream of the golden past."

Senior Boys.

"Her voice was ever soft,
Gentle and low; an excellent thing in woman."

Mabel Gleason.

"Never idle a moment, but thrifty and thoughtful
of others."

Miss Richardson.

"I have ease, and I have health,
And I have spirits light as air;
And more than wisdom, more than wealth,—
A merry heart that laughs at care."

Willie Brooks.

"Always talk big, and you will never be forgotten."

Phil Barker.

"When night
Darkens the streets, then they wander forth."
Guess Who.

"When you've got a thing to say,
Say it; don't take half a day."

Bartlett Williamson.

"Fear not the future, weep not for the past."
Junior Class.

"They jest at scars, and never feel a wound."
Basket Ball Boys.

"I take it to be a principal rule of life, not to be
addicted too much to any one thing."

Edna Stearns.

"I cannot tell how the truth may be,
I say the tale as 'twas said to me."

Florence Mercier.

"The things I know are neither rich nor rare
But wonder how they ever got there."

Albert Heath.

"All that I know is, that the facts I state
Are as true as truth has ever been of late."

Jeanette Brett.

"You beat your pates, and fancy wit will come,
Knock as you please, there's nobody at home."

Freshman Class.

"Her heart is light from morn till night."

Blanche Russell.

"We don't want to buy your dry goods,
We don't like you any more,
You'll be sorry when you see us
Going to some other store.

You can't sell us any sweaters,
Four-in-hand or other fad;

We don't want to trade at your store,
If you won't give us your ad."

Editors.

"They are never alone that are accompanied with
noble thoughts."

Lyle Blanchard.

"Silence is deep as eternity, speech is shallow as
time."

Grace Kendall.

"To be conscious that you are ignorant is a great
step toward knowledge."

Rhetoric Class.

"O call it by some better name, for friendship
sounds too cold."

Marjorie Philbrook.

"She doth little kindnesses which most leave un-
done or despise."

Neda Richardson.

"Who climbs the grammar tree distinctly knows,
Where noun, and verb, and participle grows."

Freshman English Class.

"Strange to the world, he wore a bashful look,
The fields his study, Nature was his book."

Fred Wight.

"In order to increase your vocabulary, you
should familiarize yourselves with a few words
each week."

Sophomore Elocution Class.

"Do not delay ;
Do not delay ; the golden moments fly."

Ethlyn Davis.

"They look into the beauty of thy mind,
And that, they measure by thy deeds."

Mr. Hanscom.

"Il vaut mieux tard que jamais."

Ola Hutchins.

"Labor with what zeal we will
Something still remains undone,
Something uncompleted still
Waits the rising of the sun."

Sophomore Class.

"Nature made him, then broke the mould."

Byron Cummings.

"They never taste, who never drink,
They always talk, who never think."

Rita Twitchell.

"Let every man enjoy his whim,
What's he to me, or I to him."

Arthur Andrews.

"Beware the fury of a patient man."

Herman Pettengil.

"Now by the two-headed Janus, Nature hath
made strange fellows in her time."

J. Dean Pingree.

"On one she smiled and he was blest."

Agnes Barton.

"She was good as she was fair,
None—none on earth above her!
As pure in thought as angels are,
To know her was to love her."

Miss Norton.

"He toils not, neither does he spin."

Fred Coburn.

"Ah, happy years, once more who would not be
a boy?"

Harlan Bean.

"As dew to the blossom, the bud to the bee,
As the scent to the rose are those memories to
me."

Gladys Wiley.

"Mindful not of herself."

Marie Balentine.

"I have a heart with room for every joy."

Mary Carter.

"And if I laugh at any mortal thing,
'Tis that I may not weep."

Elsie Davis.

"Conspicuous by his absence."

Frank King.

"Cheek, flushing white and softened red ;
Mingling tints, as when there glows
In snowy milk the bashful rose."

Josie Leighton.

"There was a sound of revelry by night."

January 2.

Dark eyes are dearer far
Than those that mock the hyacinthine bell."

Gwendolyn Stearns.

"Deep brown eyes running over with glee,
Blue eyes are pale, and gray eyes are sober,
Bonnie brown eyes are the eyes for me."

Edith Hastings.

"Night after night,
He sat, and bleared his eyes with books."

Harry Purington.

"If he be not in love with some woman, there is
no believing old signs ; he brushes his hat o' morn-
ings. What should that bode?"

Edward Peverley.

"He knew whose gentle hand was at the latch
Before the door had given her to his eyes."

John Carter.

"But, O ye lords of ladies intellectual !
Inform us truly, have they not henpecked you all?"

The Boys of G. A.

"But a majestic memory."

Class of 1903.

"On their own merits modest men are dumb."

Mr. Erskine.

"An honest man, close-buttoned to the chin,
Broadcloth without and a warm heart within."

Mr. Vail.

"Most glorious night !
Thou wert not sent for slumber !"

Genevieve Philbrook.

"Come, sit down, every mother's son and rehearse
your parts."

Players of "The Greatest Plague in Life."



SCHOOL NOTES.

Prof. J. H. Huddilston of the University of Maine visited the school recently and inspected the various classes. He spoke in very commendatory terms of the work the boys from Gould's are doing in the College at Orono.

Ernest S. Buck fills the position of janitor in the absence from school of Byron A. Cummings.

On Thursday evening, December 22, the boys played an exhibition basket-ball game in the Gym, followed by a social. A very enjoyable evening was passed by all present.

Since the last issue of the *HERALD*, Gould's Academy has been approved by the New England College Entrance Certificate Board. This materially increases the number of colleges that have conferred the certificate privilege upon the school. Graduates of Gould's Academy may now be admitted to any of the following institutions on certificate of the Principal:

Cornell University,	Ithaca, N. Y.
Williams College,	Williamston, Mass.
Amherst College,	Amherst, Mass.
Boston University,	Boston, Mass.
Brown University,	Providence, R. I.
Dartmouth College,	Hanover, N. H.
Mount Holyoke College,	South Hadley, Mass.
Smith College,	Northampton, Mass.
Wellesley College,	Wellesley, Mass.
Wesleyan University,	Middletown, Conn.
Tufts College,	Medford, Mass.
Bates College,	Lewiston, Me.
Bowdoin College,	Brunswick, Me.
Colby College,	Waterville, Me.
University of Maine,	Orono, Me.

One of the pleasantest events of the term was the school ride to Newry Corner. The party, accompanied by teachers Misses Richardson and Norton left Bethel about seven p. m., and the usual quiet of the Newry road was frequently broken by class yells and college song. When their destination was reached a sumptuous repast was awaiting the party. After partaking of this, all proceeded to the hall where the annual fair and sale was being held. Here a very pleasant social evening was passed, and it was well into the small hours when the party, all in the best of spirits, arrived once more in Bethel.

On the evening of January 2, a party of students and their friends, chaperoned by Mrs. D. C. Philbrook, took a sleigh-ride to Bryant's Pond. The storm prevented a few of the less courageous ones from starting, but the few who braved the storm arrived safely, and with a fine oyster supper before them soon forgot the cold outside. A most enjoyable evening was spent, and the time to start on the homeward journey came all too quickly.

On the evening of February 4, a social was given in the Gym, under the auspices of the girl's basket-ball team. Home-made candies were on sale, and a snug little sum was realized to assist in defraying the necessary expenses of the team.

Melville C. Day of New York City, who attended Gould's Academy in the late fifties, still has a warm corner in his heart for his Alma Mater, and recently sent the following books for the Academy Library:

Irving's Complete Works, 27 volumes.
 Plutarch's Lives, 5 volumes.
 Plutarch's Morals, 5 volumes.
 Gibbon's History of Rome, 7 volumes.
 History of France.
 Great Speeches by Great Lawyers.
 Addresses of Rufus Choate.
 Old Testament History.
 New Testament History.
 Chesterfield's Letters.
 Intellectual Development in Europe.
 Nathan Hale.

Republic of Plato.
 Last Days of Pompeii.
 Holy Dying.
 Tourists' French Pronouncing Hand-Book.
 Dream Life.
 Reveries of a Bachelor.
 Ernest Maltravers.
 Lucile.
 Our Mother Tongue.
 Digest of the Law of Evidence.
 Macbeth.
 Atlas of the World.

Students and teachers feel very grateful to Mr. Day for his generous and timely gift.

The pen drawings for this issue of the HERALD, including the cover design, are the work of Miss Edith Hastings of the Senior class. Miss Hastings possesses the artistic sense in a marked degree, and has made several sketches which have attracted much favorable comment.

The following papers and periodicals have been found in the Reading Room during the past year:

Portland Daily Press.
 Boston Daily Journal.
 Berlin Reporter.
 Bethel News.
 Rumford Falls Times.
 Berlin Independent.
 Maine Farmer.
 Journal of Education.
 Bowdoin Orient.
 Maine Campus.
 Colby Echo.
 Saturday Evening Post.
 Youth's Companion.
 The Week's Progress.
 Outlook.
 Scientific American.
 Success.
 Ladies' Home Journal.
 Review of Reviews.
 Cosmopolitan.

The photographs for the engravings in this issue of the HERALD were made by Mr. E. C. Vandenkerckhoven of Bethel. Mr. Vandenkerckhoven makes a special reduction in price to students on all kinds of photographic work, and spares no pains in his efforts to please.



Senior Class Notes.

Class Officers:

President—Willie C. Brooks.
 Vice-President—Margaret R. Whidden.
 Secretary—Helen E. Bisbee.
 Treasurer—Edith R. Hastings.
 Exec. Com.—
 { Agnes Barton,
 { Harry W. Purington,
 { Gladys R. Wiley.

Motto—"There is no such word as *fail*."

Colors—Dark green and white.

Favorite study—Algebra.

The Senior Greek class has just finished the first three books of the Iliad which is the required amount of work for the year.

The committee for the Senior booth at the Fair consisted of the whole class with Agnes L. Barton, chairman, and Margaret R. Whidden, treasurer.

The Seniors read original essays before the school February 18. The following was the selection of subjects:

Small Beginnings,	Helen E. Bisbee
William of Orange,	Mary L. Carter
Early Memories,	Edith R. Hastings
Strikes,	Willie C. Brooks
What Greece has Left to Civilization,	Harry W. Purington
Nature's Noblemen,	Gwendolyn I. Stearns
Characteristics of American Life,	Agnes Barton
England's Greatest Queen,	Gladys R. Wiley
Fifty Years of Progress,	Nina F. Bean
The Most Interesting Place I Ever Visited,	Edna Stearns
The Puritans,	Ada C. Richardson
Days of Southern Slavery,	Margaret R. Whidden

STATISTICS OF THE CLASS OF 1904

NAME.	KNOWN AS	AGE.	WEIGHT.	HEIGHT.	SIZE SHOE.	FAVORITE DISH.	DISPOSITION.	POLITICS.	EXPRESSION.
Margaret Whidden,	Peggy,	19	137 lbs.	67 inches.	4 1-2	Switchal,	Stubborn,	Republican,	"Beat the Cars!"
Agnes Barton,	Agnes,	18	127 lbs.	1 yd. 2 ft. 10 in.	5	Sardines,	Good,	Republican,	"Oh, You Pickaninny!"
Edith Hastings,	Edith,	19	158 lbs.	5 ft. 4 1-2 in.	10	Cold Dundiefunk	Good Natured,	On the Fence.	"By Gum!"
Gladys Wiley,	Sam,	17	112 lbs.	5 ft. 2 in.	3	Salads,	Changeable,	Democrat,	"Oh, Heavens!"
Helen Bisbee,	Helen,	18	105 lbs.	5 ft. 5 in.	2 1-2	Lowney's Chocolates,	Even, (?)	Republican,	"I Don't Know!"
Mary Carter,	Fuzzy,	18	121 lbs.	5 ft. 7 in.	5	Spoonholder.	Up and Down,	Republican,	"For the Love of Mike!"
Gwendolyn Stearns,	Gwen,	16	125 lbs.	5 ft. 6 in.	4	Moxie,	Cranky,	Republican,	"Search Me!"
Nina Bean,	Nina,	18	105 lbs.	5 ft. 3 in.	3 1-2	Eggs,	Just Right,	Republican,	"Has None,"
Edna Stearns,	Ed.	19	160 lbs.	5 ft. 7 in.	5	Sweet Potatoes,	Unaccountable,	On the Fence,	"Cranky!"
Ada Richardson,	Ada,	20	121 lbs.	ft. 9 in.	3 1-2	Johnny Cake,	Ask Mr. Dyer,	Republican,	"Got in Himmil!"
Harry Purington,	Deac,	18	135 lbs.	5 ft. 4 1-2 in.	6 1-2	Fudge,	Jolly,	Republican,	"Haverhill!"
Willie Brooks,	Billie,	17	153 lbs.	5 ft. 11 1-2 in.	8	Paked Beans,	Mischievous,	Democrat,	"My Shan't!"

NAME.	FAVORITE STUDY.	FAVORITE AMUSEM'T.	AMBITION.	FIT FOR	FAVORITE SONG.
Margaret Whidden,	Geometry,	Gabbing,	To go Camping,	A Car or a Carter,	"I Wonder If We'll Meet Again."
Agnes Barton,	Geometry,	Skating,	To Teach Elocution,	Prima Donna,	"For Old Times' Sake."
Edith Hastings,	Algebra, (?)	Wogging,	To be an Artist,	Same as Ada,	"Keepsakes We Treasure."
Gladys Wiley,	Cicero,	Washing Dishes,	Has None,	A Housekeeper,	"When the Winter Comes Round."
Helen Bisbee,	Greek,	Picking up Pins,	To be of Some Use,	Making Some one Happy,	"My Love's Like a Red, Red Rose."
Mary Carter,	German,	Spooning,	Has None,	Demonstrating Converse Propositions,	"Sometime."
Gwendolyn Stearns,	Drawing,	Eating,	To be a Minister,	Anything Easy,	"In the Shadow of the Pines."
Nina Bean,	Cicero, (?)	Studying,	To be a Schoolmarm,	Just What She is,	"Anona."
Edna Stearns,	Has None,	Driving,	To Graduate,	Not Certain,	"In the Sweet Bye and Bye."
Ada Richardson,	The Art of Correspondence,	Sparking,	To be a Preceptress,	A Dyer,	"I've Grown so Used to You."
Harry Purington,	Greek	Whistling,	To be a Basket Ball Coach,	A Deacon.	"Hiawatha."
Willie Brooks,	Astronomy,	Coasting,	Known only to Himself,	A Tent-maker,	"Won't You Come Home Bill Brown Bread?"

Four of the Seniors were chosen as prize speakers, but Miss Hastings, not caring to compete for the prize this year, only three took part.

This year for the first time in the history of the Academy, the Senior class has decided, on graduating, to present a picture to the school. The presentation of this picture will form one of the regular class parts. It is hoped the custom will be followed by succeeding classes.

The following is the assignment of class parts:

Valedictory—Margaret R. Whidden.
 Salutatory—Willie C. Brooks.
 Prophecy—Helen E. Bisbee.
 Class Oration—Harry W. Purington.
 Presentation of Gifts—Edith R. Hastings.
 History—Ada C. Richardson.
 Address to Undergraduates—Agnes L. Barton.
 Presentation of Class Gift—Nina F. Bean.
 Class Ode—Mary L. Carter.

The following committees have been appointed for Commencement:

On Invitations and Programs,
 Misses Carter, Bean, and Richardson
 On Addressing and Sending Invitations,
 Misses Whidden, Bisbee, and G. Stearns
 On Diplomas,
 Harry Purington, Misses Wiley and Carter
 On Music for Concert and Reception,
 Misses Bisbee, G. Stearns, and Mr. Brooks.
 On Decorations,
 Misses Hastings, Bean, Barton, Whidden,
 E. Stearns, and Messrs. Brooks and Purington.
 On Reception,
 Misses Barton, Wiley, Hastings, Bisbee,
 and Mr. Purington.
 On Baccalaureate Sunday,
 Misses Wiley, Hastings, Richardson, E.
 Stearns and Messrs. Purington and Brooks.

Junior Class Notes.

Class Officers:

President—Paul C. Thurston.
 Vice-President—F. Lyle Blanchard.
 Secretary—Elsie M. Hall.

Exec. Com. { Blanche Russell,
 Serena George,
 Ralph M. Bacon.

Class Colors—Pink and white.



Class Officers.

Class Motto—"Labor omnia vincit."

Lester Bean, a former member of the class, has been teaching very successfully during the past year at Walker's Mills.

Miss Minnie Eagle who was obliged to be absent from school last term on account of illness at home, has returned for the spring term. She has been carrying on her studies at home under the direction of Miss Carrie Wight, Gould's, '02.

Miss Blanche Russell and Mr. Paul Thurston represented the class in the Prize Speaking Contest, Feb. 26, and both won prizes.

Misses Blanchard and Russell had charge of the Junior booth at the school fair and realized a very nice little sum from the sale of domestic articles.

Sophomore Class Notes.

Class Officers:

President—John H. Carter, Jr.
 Vice-President—Marion C. Dyer.
 Sec. and Treas.—Mabel W. Gleason.
 Exec. Com. { Neda Richardson,
 Herman D. Pettengill,
 Edward D. Peverley.

Colors—Royal purple and white.

Favorite Study—Rhetoric.

The committee for the booth at the Fair was the whole class with Mabel W. Gleason, chairman, and John H. Carter, treasurer.

One member of the class took part in the Prize-Speaking this year.

**Class Officers.**

This is the largest class in school, but, as in the Senior class, the boys are in the minority, there being only three in the class.

Miss Shirley Russell is absent from school this term, and is much missed.

Freshman Class Notes.**Class Officers:**

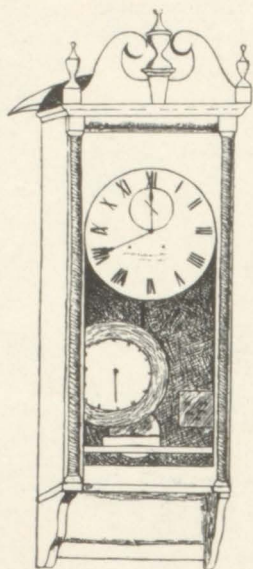
President—Fred A. Wight.
 Vice-President—S. Bartlett Williamson.
 Sec. and Treas.—Florence S. Haselton.
 Exec. Com. { Ethlyn E. Davis,
 Fitzmaurice Vail,
 Rena M. Eames.

Colors—Pale blue and white.

Favorite Study—Arithmetic.

Ethlyn E. Davis and Misses Florence and Maidie Haselton were absent from school for the last part of the term on account of the small pox scare in the village.

The Freshmen had one of the most tastefully decorated booths at the Fair. It was in charge of Misses Hutchins and Kilgore.



*Under
The
School
Clock*

"C. C."

"Hello, John!"

"Already Gould's?"

"Your treat next."

Poor little bird!

Lost: Frank King.

Fire! Fire!! Fire!!!

"Peek-a-boo."

"Common occurrence."

"Cheer up, Freddie."

"There's going to be a Gym to-night."

"Hitch up your calves when you get home."

Have a few sour grapes.

"If Pev don't, Rube does."

"How far is it to Hebron?"

"I'll see you later."

"Watch for the birdie."

Had our pictures taken.

Teacher : Singular of pinchers ?

Miss L. : Pincher.

B. S. is a pleasant place,
Lighted by electricity.

"Miss Carter, come to the piano,
please."

Where was the moon ?

How about "heroic self sacrifice ?"
Ask G. P.

WANTED : A pair of stockings, lady's
preferred. P. T.

"Take your positions for calisthen-
ics."

"Don't tip the waiters. They say
that they were poor once themselves."

(Translating verbs from English into
French.) Teacher : "She would not have,
Mr. Bacon ?"

Who would have thought it ? Miss
Brett tells ; "The city was burned by
fire."

She : "Will you please put my rub-
bers on ?"

He : "I have one pair on now."

"Seen anything of Mr. 'Earskine' ?"

Teacher : "How far do you have the
examples *all* done ?"

Student : "As far as the twenty-first,
except the twentieth."

"When you have a good thing pass
it on."

Some of the Senior girls should re-
member that, "Whistling girls and crow-
ing hens always come to some bad end."

We often hear of the man behind the
gun, but seldom of the girl behind the fur-
nace.

"I want half a yard of scrim !"

"I think you know more than you
pretend, Mr. Blanchard."

When the lights go out, it's time to
go home.

From 288 men one of the Freshmen
in the Arithmetic class sent away 432.

"Don't you want me to tell you some-
thing ?"

"No, I have a previous engagement."

Miss W - - - in Senior English class:
"De Quincey wrote the 'Death of the
Fine Arts.'"

"Watch and see Miss Richardson get
the mitten."

Will some one kindly inform Miss
Hastings whether the H. C. I. has a Bas-
ket Ball team ?

FOUND : On the boys' side of the
room, a girl's mitten. The owner may
have the same by speaking to Mr. Pever-
ley.

For further particulars about two hat-
pins, lost on the Newry ride, inquire of
Josie Leighton.

Anyone wishing to engage board at
Hebron Academy may learn rates of Mr.
Erskine.

Ask Miss Bean which she considers
the more elevating, to ride in a street car
or after an old farmer's horse.

Mr. Young constructed a wonderful
figure in Geometry one morning recently
—a circle with a radius of four miles.

"The fun grew fast and furious ; even
the knots arose two inches from the floor
in their endeavor to keep time to the mu-
sic."—Taken from the Bryant's Pond
Times (?).

Mr. B - - ks makes a remarkable
statement about Carlyle, to the effect that
whatever he learned, he had to learn for
himself.

NOTICE !!

Anyone wishing to take lessons in
free hand drawing of circles, segments,
etc., is requested to apply to

BLANCHE RUSSELL.

Axiom : "If equals are added to
equals, the remainders are equal."

Some of the mature Senior girls have adopted certain young children of the school and are striving to bring them up in the way they should go.

It isn't every boy that will say "Thank you, dear," when a girl gives him the mitten.

They say that sometimes two make one. This fact was illustrated on seat No. 2, return trip from Bryant's Pond. So small a tent could not have contained more than one.

"Anybody married?"

"Shall I get my ticket to Locke's Mills or Bryant's Pond, Bill?"

"When father carves the duck."

"Here's where you get your dough-nuts like your mother used to make."

"Foul on Lindall Blanchard for hugging."

"They were waging tearful war."

What made Edith blush so, when Mr. H. was telling the leap year experience of a certain young man of his acquaintance?

Mr. Erskine was recently heard to ask a student in the Sophomore Algebra class to multiply out an example on the board by long division. I wonder how you'd do it.

"Them's my sentiments tew."

Miss Richardson in the English History class: "What is the date of the 'Stamp Act,' Mr. Blanchard? You're pretty good at remembering dates, usually."

"I should hardly know myself in a blue dress."—Vail, in Freshman English.

"Are the females all women?"

"Picked out your'n yet, Josh?"

"Now, Mother Bustle, don't you interfere."

Translations in the Cicero class:

Attribuit urbem inflammandam Cassio—"He assigned the city to Cassius to be killed."

Cum sorosis suae, fuminae lectissimae virum vita privandum esse dixit—"When he said his sister's husband, a most excellent woman, should be deprived of life."

In the Sophomore English class, the following discussion occurred recently:

Mr. C.—"The dog was shot by the Normans."

Miss R. (eagerly)—"Oh no, they only cut his toe nails off."

Books Reviewed.

It is gratifying to note the efforts that are being put forth at the present time to interest young people in the beauties and wonders of the natural world, and of the many recent books along this line few, if any, will be found more interesting, or deserve a more careful reading than *Wood Folk at School and Wilderness Ways* by William J. Long. In these books he gives a careful and accurate study of animal life, and tells the result of his observation and experience in such a direct and charming manner as to inspire his readers with a large measure of his own enthusiasm. In offering to the public books of such high quality in such an inexpensive form, Mr. Long is doing a distinct service to modern education. These books will interest young and old alike, and are recommended without reservation. —75 cents each volume. Ginn and Company, Boston, Mass.

Stories of the Ancient Greeks by Charles D. Shaw is a collection of stories intended chiefly for supplementary reading in schools. Part first of the volume

includes the most interesting tales of Greek mythology, given in chronological order, and retold in a manner especially interesting to the young. Part second treats more particularly of Greek History, and acquaints us with the principal characters and events in a very attractive yet simple and concise manner. The style is lively and picturesque throughout, while many full page illustrations add attractiveness to the volume and explain the text. The student who has not yet made a study of Greek mythology will find much in this little volume to interest and instruct, as well as a key to many of the allusions so often met with in all classes of literature. —70 cents, Ginn and Company, Boston, Mass.

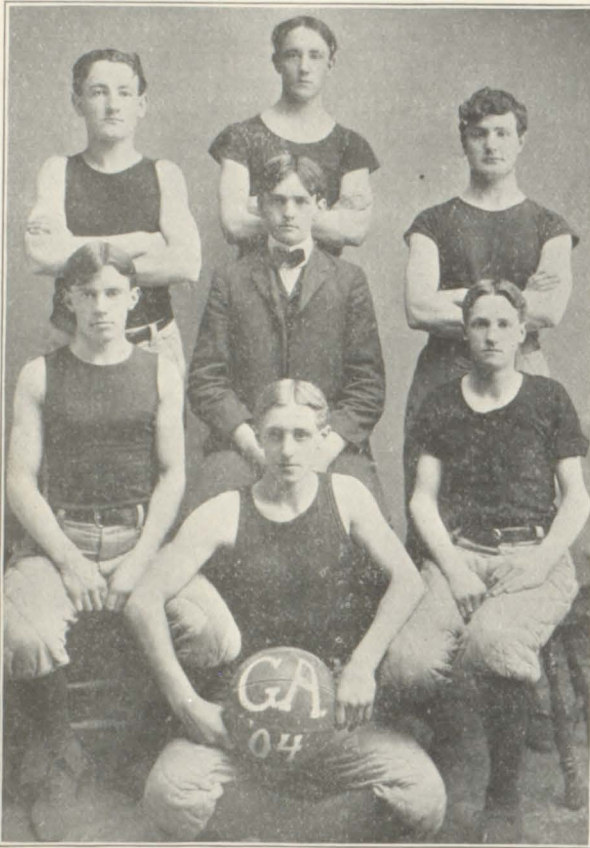
Among the recently published textbooks, one worthy of our notice is Fraser and Squairs' French Grammar. This book is divided into two parts. The first consists of the fundamental principles of grammar, extensive vocabularies, exercises and conversation well adapted to every-day use. The phonetic method of pronunciation is introduced, enabling the student, at the outset, to become thoroughly acquainted with the French sounds. The second part is a complete French Grammar and is especially practical for reference, as the order of subjects is systematically arranged and is uninterrupted by exercises. Every rule is fully illustrated, and at the end of the book are sentences based upon each. Both to those beginning French and to those wishing to study more carefully into the details of the language, this book is of unusual value.—\$1.12, D. C. Heath & Co., Boston, Mass.

Around the World in the Sloop Spray by Captain Joshua Slocum, abridged and adapted to school use by Dr. Edward R. Shaw, is a decidedly interesting little book designed for supplementary reading in schools. The reader is conducted by this famous traveler on a voyage of forty six thousand miles, and is given many excellent glimpses of the people, the history and the geography of the various places visited on this long journey. The book combines a story of adventure with a les-

son in geography, and cannot fail to instruct as well as interest and entertain. The book should become deservedly popular with young people the world over.—40 cents per copy, Charles Scribner's Sons, New York City.

In Old Indian Legends we have a collection of Indian tales told by an Indian in a simple, yet vivid and picturesque English style. The legends have been handed down through many generations, and were learned by the authoress herself from the old Indian story tellers. The illustrations by Angel de Cora, an Indian Artist, are out of the ordinary, and have aroused much favorable comment. Although the tales deal with a simple and primitive people, they abound in lessons of honor, courtesy and hospitality. No more interesting book of Indian folklore has ever been offered to our young people.—50 cts., Ginn & Company, Boston, Mass.

The Gateway Series of English Classics, the first three volumes of which have just come to our table, will be welcomed by teachers who are preparing their students not only for entrance to college, but also for the general study and enjoyment of English literature. The name of the general editor of the series, Professor Henry Van Dyke of Princeton University, indicates the literary merit of the books. The series will include the texts required for college entrance in 1904, '05, '06, '07, and '08. A separate volume will be published containing biographical notes, suggestions to teachers, and typical college entrance examinations. Each volume will contain a portrait of the author and a brief biography, treating of his character and life as it has a bearing upon his work, also an introduction dealing with the subject of the book, the way in which it was written, its relation to human life, its place in literature. In the notes the aim is to make them as useful as possible. They cover difficulties in the text, allusions and references, points of construction. The books cannot fail to commend themselves to all teachers of English.—American Book Company, Boston, Mass.



**Boys' Basket Ball Team.
Athletics.**

All our enthusiasm in regard to athletics this year has been centered in basket-ball. Even before the end of the fall term, practice was begun in the gymnasium, and since that time the work has been carried on faithfully by both boys and girls. This is the first experience for the boys, and much interest has been shown, enough boys coming out regularly for two teams. The first team is made up as follows: Blanchard (capt.) and Brooks, forwards; Erskine, center; Carter and Vail, guards; Pettengill, substitute.

Three of last year's players on the girls' basket-ball team graduated last spring, Misses Stanley, Morse and Arno; but Misses Hastings, Carter, and Whidden, who remained, soon aroused the in-

terest of other girls to join them. The team is now composed as follows: Mollie Carter and Blanche Russell, forwards; Edith Hastings (capt.), center; Margaret Whidden and Neda Richardson, guards; Grace Stowell, substitute.

The services of Mr. Harry Doe of Bates College as coach, were secured for two weeks in January, and the progress of both teams under his able direction was very marked.

The season was brought to a somewhat sudden termination by the small pox scare in the village, which necessitated the vaccination of most of the players and the cancellation of the remaining scheduled games.

Following is a detailed report of the games played:

GOULD'S, 32; BERLIN HIGH, 14.

The boys of Gould's opened the basket ball season Saturday, Jan. 9, with a fast and exciting game with the boys of Berlin High.

Gould's outclassed Berlin in every respect, although at times Berlin did some good team work. Berlin played a clean game throughout, but could not keep up with the fast pace set by the boys of Gould's. It would be impossible to speak of the excellent work of one man without speaking of the team as a whole. Vail played a fine game at centre. Brooks and Blanchard each threw five goals from the field. Carter and Erskine kept their opponents well guarded. Wheeler and Abbott both played a good game for Berlin.

The line up:

BERLIN HIGH.		GOULD'S.	
Wheeler,	l. f.	Blanchard (Capt.)	
Stowell,	r. f.	Brooks	
Abbott,	c.	Vail	
McGinney,	l. b.	Carter	
Wilson (Capt.)	r. b.	Erskine	

Goals from field: Blanchard, 5; Brooks, 5; Erskine, 2; Carter. Goals on fouls: Blanchard, 4. Fouls called: Gould's, 4; Berlin, 5. Referee, Long of

Berlin. Umpire, Thurston of Gould's. Time-keeper, Miss Hastings of Gould's. Scorer, Purington of Goulds. Time, two twenty-minute periods.

HEBRON 45, GOULD'S 13.

On Jan. 15, our boys played the strong Hebron Academy team at Hebron. The object in playing against a team of such skill and training was to learn the game by playing with those who knew it thoroughly. Regarding the game in this light, it was one of much profit to our players, though Hebron won by a score of 45 to 13.

During the first few minutes of play the honors were about even, Gould's having fully as many tries for the basket as Hebron, but Hebron having the advantage of being used to the goals. Following the example of Captain Blanchard, our boys put up a sharp fight, but were unable to block the quick work and accurate goal throwing of McFarland, Greene and Flood, who won the game for Hebron.

Following was the line up :

GOULD'S.	HEBRON.
Blanchard, l. f.—3	Flood, l. f.—2
Brooks, r. f.—1	Greene, r. f.—8
Erskine, c.—1	Jackson, c.—2
Carter, r. b.—0	Richardson, r. b.—2
Vail, l. b.—0	McFarland, l. b.—7

Goals from fouls, McFarland 3, Blanchard 1. Umpire, Fogg, Hebron. Timers, Thurston, Gould's and Prof. Laferrie, Hebron.

Being unable to return to Bethel that night, the members of the party were royally entertained by the Hebron students, and before leaving the next morning, were shown through the fine buildings of the institution.

BERLIN GIRLS, 7; GOULD'S GIRLS, 2.

January 22, both the boys' and girls' teams journeyed to Berlin to meet the boys and girls of Berlin High in basket ball. At a quarter after eight the girls



Girls' Basket Ball Team.

were lined up for play. The ball was tossed up, batted by Miss Hastings to her forwards, and, after a few quick passes, sent through the basket by Miss Hastings. Thus, in the first few minutes of play, Gould's made her first goal, and, as it proved, her last. Berlin now played hard and succeeded in throwing two goals from the field and a foul, making the score 5 to 2, in her favor. In the next half Berlin threw another goal while Gould's failed to score, being defeated 7 to 2. The principal feature of the game was the team work of the Gould's girls. Even a Berlin girl in the midst of the game was seen to stand still and exclaim, "Look at that for passing;" while the chief feature of the Berlin team was their unintentional roughness, which, together with the slippery floor, greatly handicapped the girls of Gould's.

Following was the line up:

Edith Hastings, Centre.	Centre, Farmer
Mollie Carter, {	Forwards, { Lowe,
Blanche Russell, {	Noyes.
Margaret Whidden, {	Guards.
Neda Richardson, {	Guards, { Laughlin,
	Paulsen.

Score—Berlin 7 ; Gould's 2.

Referee—Mr. Purington of Gould's.

Umpire—Mr. Campbell of Berlin.

Timekeeper—Carter of Gould's.

Linesmen—Mr. Thurston of Gould's,
Miss Coffy of Berlin.

Goals from field—Miss Lowe (2),
Miss Hastings (1).

Goals from fouls—Miss Lowe (1).

GOULD'S BOYS, 20 ; BERLIN BOYS, 17.

From the moment the ball was tossed up for the first time, every one realized that the Berlin boys would have to work if they expected to win. Although the Gould's boys held the lead throughout the entire game, yet the contest was close enough to be exceedingly interesting. Wheeler was easily the star of the Berlin team, while each of the Gould's boys played to win ; the work of Brooks and Erskine being especially commendable.

After the games a social dance was enjoyed. In the morning, owing to a wreck at the Cascades, the train was delayed three hours, but the time was pleasantly passed in viewing the wreck and visiting the new pulp mills under construction.

Following was the line up :

Erskine, Centre.	Centre, Abbott
Blanchard, {	Forwards, { Wilson,
Brooks, {	Wheeler.
Carter, {	Guards, { McGivney,
Vail, {	Roe.

Score—Gould's 20 ; Berlin 17.

Referee—Mr. Doe of Gould's.

Umpire—Mr. Campbell of Berlin.

Timekeepers—Thurston of Gould's,
Wight of Berlin.

Goals from field—Mr. Wheeler (6),
Mr. Brooks (4), Erskine (4), Blanchard
(1), Roe (1).

Goals on fouls—Blanchard (2), Ab-
bott (3).

Academy Fair.

On the afternoon of February twelfth, occurred the 4th annual Academy Fair, which has come to be considered an established event in the student life at Gould's.

For a number of weeks in advance, active preparations were carried on by the committees chosen from the different classes, and as a crowning result of their labors, on the appointed day, Garland Chapel presented a very picturesque and festive appearance.

In the center of the chapel was a large, square booth decorated with green and white bunting, with the '04 banner above it, where fancy articles of every description were for sale.

The Alumni booth, draped with the G. A. blue and gold, was an object of universal attention, as here were sold both useful and ornamental articles. The table was in charge of Misses Weed and Carlson.

At the right, the Juniors offered a good display of domestic articles.

The Sophomores presided over a royal purple and white booth, a miniature art gallery, where one could purchase every sort of a picture from an unmounted print of Gould's Academy, to reproductions from the old Masters.

And last, but by no means least, the Freshmen presented under a canopy of pale blue and white, a tempting display of home-made candies.

At six o'clock a large company adjourned to the chapel dining room, where an appetizing menu consisting of salads, cold meats, good old New England baked beans and brown-bread and various kinds of pastries were served, after which the following pleasing programme was rendered :

1. Piano Solo, Elsie Hall
2. Drill (Calisthenics).
3. Banjo Solo, Miss Norton
4. Recitation, Agnes Barton
5. Drill (Military).
6. { Vocal Solo, Mrs. I. H. Wight
 { with violin obligato, Miss Billings
7. A Farce entitled "The Greatest Plague in Life."

CAST OF CHARACTERS.

Grandmother Bustle,	Agnes Barton
Mrs. Bustle,	Margaret Whidden
Mary Bustle,	Mabel Gleason
Biddy O'Rafferty,	Mary Carter
Kitty Clover,	Marion Dyer
Miss Moonshine,	Ada Richardson
Bridget McGuire,	Elsie Hall
Hazie,	Jeanette Brett

Great credit is due all the classes for the zeal which they manifested in arranging for their booths and for the excellent results of their efforts. Especial mention should be made of the Seniors, who, although very busy about other matters, had one of the most artistic and well-filled booths at the fair, at which they cleared \$18. This was the largest amount made by any of the classes, the Sophomores coming next in order.

The net receipts, which amounted to \$115, will be used in making such improvements, in the library and reading room, as it is thought will bring about the greatest benefit to the whole school. The committee having this matter in charge, is composed of the teachers and the chairmen of the various class committees.

Our thanks are extended to all who in any way helped to make the fair a success.

Prize Declamations.

The Prize Speaking Contest which has become an annual event to be looked forward to, not only by the students of the school, but by all who are interested in the school and the excellent work which it is doing, occurred in Odeon Hall, Friday evening, Feb. 26.

The speakers were marshalled in at the appointed hour by Mr. Lindall C. Blanchard, and the following programme was then carried out:

Piano Duet,

MISS BILLINGS AND MRS. STURDIVANT.

Invocation,

REV. F. E. BARTON.

Piano Duet,

MISSES KING AND HALL.

Oxford County,

John D. Long

JOHN HERBERT CARTER.

Bobby Shaftoe,

Homer Green

GWENDOLYN IVA STEARNS.

An Incident in the Life of Wendell Phillips,

Theodore Dwight Weld

THOMAS FITZMAURICE VAIL.

The Heroine of Nancy,

Anon

GLADYS ROSE WILEY.

Vocal Trio,

MISSES CHAMBERLIN, RUSSELL AND NORTON.

Old Benedict Arnold,

Pauline Phelps

PAUL CLEVELAND THURSTON.

The Anarchist,

Bliss Perry

BLANCHE MAE RUSSELL.

Defense of Hofer,

Andreas Hofer

HARRY WOODBURY PURINGTON.

The Watermelon Stockings,

Alice Caldwell Hegan

MABEL WINIFRED GLEASON.

Mandolin and Piano Duet,

MISSES NORTON AND HALL.

AWARD OF PRIZES.

The speaking was of the same high standard that has ever characterized these public occasions, and gave evidence of efficient and painstaking instruction on the part of the teacher, and faithful work on the part of the students. The selections were wisely made, carefully prepared, and delivered with marked credit to each and every speaker.

Supt. Alton C. Wheeler, South Paris; Supt. Warren L. Churchill, Leeds' Junction, and Rev. Isabella Macduff of Berlin, N. H., were present as judges and awarded the prizes as follows:

Gentlemen, Paul C. Thurston, 1st, Fitzmaurice Vail, 2nd; ladies, Blanche M. Russell, 1st, Gwendolyn I. Stearns, 2nd.

○ ○ ○

Who puts back into place a fallen bar,
Or flings a rock out of a traveled road,
His feet are moving toward the central star,
His name is whispered in the God's abode.

—Edwin Markham.



EXCHANGES.

The Regina, Ashland, Me., is a new exchange, which we are glad to welcome.

The exchange editor of The Mirror, Indianapolis, has an original way of mentioning his exchanges.

We all enjoy reading the High School Register, Burlington, Vt., and the Yahara from far-away Wisconsin.

The High School Corona, Bridgton, Me., and The Quill, Sanford, Me., are both interesting papers, and contain some good criticisms in their exchange columns.

We are sorry to see such a short exchange column in the Academy Student, St. Johnsbury, Vt.

The Leavitt Angelus, Turner Center, Me., is an interesting paper and contains some good stories.

The Academy Echo, Freedom, Me., contains some interesting articles; but where is its exchange column?

The Mercury, Belfast, Me., The Good Will Record, East Fairfield, Me., and The Red Man and Helper, Carlisle, Pa., are all papers well worth reading.

The Tripod, Saco, Me., is worthy of mention, yet is hardly up to its usual standard of excellence.

The Coburn Clarion, Waterville, Me., is a good paper for school news and contains several good stories.

A great improvement is shown in the Huisache, San Antonio, Texas.

The Stranger, Bridgton Academy, is a very neat paper, well arranged and well edited.

Other exchanges received are:

The Bates Student.

The Campus.

The Colby Echo.

The Bowdoin Orient.

The Oracle, Bangor, Me.

The Rumford Falls Spray, Rumford Falls, Me.

The Chimes, Lyndon Center, Vt.

The Pulse, Cedar Rapids, Iowa.

The Recorder, Lynn, Mass.

Deacon—"Do you know where little boys go who play foot-ball on Sunday?"

Harry—"Sure. If dey is all right, dey goes to college."

—Ex.

'Tis wrong for any maid to be
Abroad at night, alone;
A chaperon she needs, till she
Can call some chap 'er own.

Ex.

"Go ask papa," the maiden said,
The young man knew papa was dead;
He knew the life papa had led;
He understood, when the maiden said, "Go ask
papa."

Ex.

APPLIED MATHEMATICS.

"My daughter," and his voice grew stern,
You must set this matter right,
What time did the Sophomore leave
Who sent in his card last night?"

"His work was pressing, father dear,
And his love for it was great;
He took his leave and went away
Before a quarter of eight."

Then a twinkle came in her bright blue eye,
And her dimple deeper grew;
" 'Tis no sin to tell him that,
For a quarter of eight is two."

Ex.

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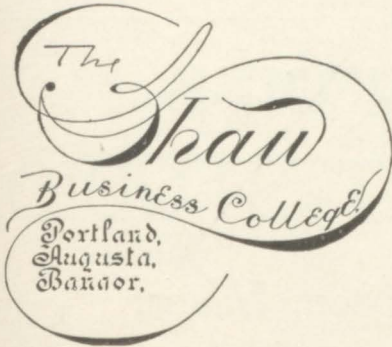
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